PAISLEY PRIMARY SCHOOL

We value every child in our community: we want them to aspire to the greatest things!

Accessibility Action Plan

September 2026

Accessibility Action Plan 2025

TARGET 1 - To ensure curriculum access and involvement for disabled pupils						
	ACTIONS	**RESPONSIBILITY**	**TIMESCALE**	**RESOURCES**	**SUCCESS CRITERIA**	**MONITORING / EVALUATION / REVIEW**
All staff to be fully aware of their roles and responsibilities in meeting the needs of disabled children.	Policies and guidance updated. Safeguarding and CP policies updated. Equality Plan in place.	HT/SLT/Governing Body/all staff	2026-27	INSET Curriculum release time SLT meetings	Policies in place. QA activities to ensure policies are being enacted in all aspects of school life	HT/SLT/Governing Body
Ensure staff are fully trained to meet the needs of the children in their care.	Safeguarding training INSET on SEND & updates Equality plan in place Staff meetings and phase meetings	HT/SENDCo/SLT		INSET Curriculum release time SLT meetings	All staff have received L1 safeguarding training. There are 4 staff L3 safeguarding trained. The DSL and DDSL are both senior staff. SEND inset (lead by SENDCO to upskill staff on emerging needs in school) PSED inset from senior staff re behaviour plans, inclusive practice.	HT/SENDCo/SLT
Disabled pupils make good progress.	Clear identification of need. Tracking and target setting.	HT/SLT/SENDCO		INSET SIO training SLT	SEND pupils make good progress. Termly analysis of data indicates good progress. QA activities in school to ensure school policy and process is being enacted in all classrooms across school	HT/SLT/Governing Body

	Monitoring of progress, including through pupil progress meetings. Review meeting with parents, agencies, stakeholders					
Overcome any potential barriers to learning for all pupils.	IEPS and one page profiles for all SEND pupils, including those with an EHCP, to outline provision, adaptations and target setting – reviewed termly as a minimum in conjunction with parents/carers. Policy and procedures in place to support children with behavioural needs – behaviour plans Activate/VAK in place. For pupils with plans, regular review meetings with parents, stakeholders, agencies etc	HT/all staff/CP Co-ordinator/SENDCO		INSET meetings SLT meetings	Behaviour and SEND Policies monitored and evaluated at least termly, reviewed annually. Paisley Principles and QA activities to ensure enactment in all areas of school life Safeguarding officer / CP officer supporting welfare needs of all children. Inclusion team review meetings SEND termly reviews with all SEND parents/carers	HT/SLT/Governing Body

TARGET 2 - To improve the environment of the school to increase the extent to which disabled pupils (and adults) can take advantage of education and associated services.						
	ACTIONS	**RESPONSIBILITY**	**TIMESCALE**	**RESOURCES**	**SUCCESS CRITERIA**	**MONITORING / EVALUATION / REVIEW**
Ensure the school is, within reason, fully accessible to all.	Ensure blinds in all classrooms are effective in reducing glare. Ensure all rooms are at least partially carpeted, where practicable. New flooring (hard/ wipeable surfaces in most areas of school from September 2024) Careful choice of colour and contrasts when redecorating – to be white and grey in most areas. Display board colours the same in all areas to create a calm visual environment (hessian/cream). Ramping of all access points.	HT/H&S staff/H&S governor /site facilities officer	2026-27	Capital Budget	The school environment is safe and accessible to all – monthly health and safety walks by lead and site custodian Paisley principles – environment non-negotiables are being adhered to at all points Classroom and environment non-negotiables – QA activities ensure compliance by all staff Appropriate learning environments to meet all ability needs. Building redecoration and refurbishment has enhanced learning opportunities for all groups.	HT/H&S staff/H&S governor /site facilities officer

	Ensure playground areas secure, fenced and gated. Take any further actions and reviews to meet the on-going needs of new children in school/community. Lodge classrooms accessed via DDA compliant ramp. Stage accessed via DDA compliant ramp. Sinks to be fitted in classrooms, where these are currently absent					
TARGET 3 - To improve the delivery of information to SEND pupils (and adults).						
	ACTIONS	**RESPONSIBILITY**	**TIMESCALE**	**RESOURCES**	**SUCCESS CRITERIA**	**MONITORING / EVALUATION / REVIEW**
Increased involvement of SEND pupils in IEPs, Pupil On a Page Profiles,	Children and parent/carers involved in target-setting and review process on SEND and/or inclusion documentation at	AH/SLT/SENDCo/ Governing Body	2026-27	Curriculum Release Time Staff inset Parent meetings	Website up-to-date with key, statutory information. Regular review meetings for parents led by SENDCO/senior staff	Termly - AH/SLT/SENDCo/ Governing Body

ADPRs and/or multi element plans Monthy coffee morning targeting SEND parents/carers	regular intervals – at least termly.			Pupil voice meetings	SENDCO to attend parent's evening appointments for high SEND need pupils or vulnerable pupils where there are concerns Ensure accessibility of information through website, school office, available on request etc.	

Appendix 1

We are Paisley Primary School

Paisley children deserve to feel safe, valued and happy.

Paisley children deserve a welcoming and consistent environment.

Paisley children deserve exciting learning experiences.

Paisley children deserve to read with confidence.

Paisley children deserve to have the skills to flourish in the world.

Paisley children deserve a team of trusted, valued and creative staff.

