



Griffin Primary School

Accessibility Plan

2026-27

Date	Revised amendment details	By whom
September 2026	Implemented by school	Inclusion Lead
	Reviewed	
	Reviewed & Updated	

Griffin Primary School has due regard to the Equality Act 2010 and works within the policy framework of The Elliot Foundation Academies Trust (TEFAT). This plan sets out how Griffin will continue to increase access to the curriculum, the physical environment and information for disabled pupils and other members of the school community.

Ownership and monitoring of the plan

Griffin's Leadership Team and TEFAT governance share responsibility for the Accessibility Plan. Accessibility is considered across the operation of the school and is not treated as a separate SEND initiative.

The plan will be reviewed at least annually, normally during the summer term, and earlier where the needs of pupils, changes to provision or the school environment require this. Progress against the action plan will be monitored by the SENCO and Assistant Principal for Inclusion, SLT and relevant leaders.

1. Accessibility Plan

1.1 Purpose and statutory context

The Equality Act 2010 requires schools to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage and to publish an accessibility plan. Griffin's plan focuses on increasing participation in the curriculum, improving the physical environment and improving the availability of accessible information.

1.2 Definition of disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities. Griffin recognises that this can include physical, sensory, communication, neurodevelopmental and long-term health needs. Not every pupil with SEND is disabled and not every disabled pupil has SEND.

1.3 Key objective

To create a safe, inclusive and accessible learning environment in which all children can participate, belong and make progress.

At Griffin, accessibility extends beyond physical access. It includes identifying and removing barriers to learning, communication, participation, emotional well-being and the wider life of the school. Our approach is neurodiversity-affirming, strengths-based, child-centred and trauma-informed.

The school aims to:

- increase the extent to which disabled pupils and pupils with SEND can participate in the curriculum and wider school life;
- provide high-quality inclusive teaching as the first response to additional need;
- make reasonable adjustments to teaching, communication, routines, resources and the environment;
- improve and maintain access to the physical school environment;
- ensure information is available in accessible formats;
- work collaboratively with pupils, parents, carers and external professionals; and
- provide targeted and enhanced provision where pupils require support beyond ordinarily available mainstream provision.

1.4 Griffin principles

- All pupils are entitled to an ambitious, broad and balanced curriculum and to participate in the wider life of the school.
- High-quality inclusive teaching is the foundation of effective inclusion and has particular benefit for pupils who find learning hardest.
- SEND is everyone's responsibility. Teachers retain responsibility for the progress and development of pupils in their classes, including where pupils access targeted or enhanced provision.
- Reasonable adjustments are planned around the individual pupil and reviewed as needs change.
- Pupils should not be unnecessarily separated from their peers. Targeted and enhanced provision should strengthen access, participation and belonging.
- Parents and carers are valued as partners and their knowledge of their child informs assessment, planning and review.
- Pupil voice is sought in ways that are accessible and meaningful to the individual child.
- External professional advice is sought and implemented where appropriate.

2. Inclusion and Enhanced Provision at Griffin

Griffin has developed a continuum of mainstream, targeted and enhanced provision. This enables pupils to receive increasing levels of support while remaining valued members of the Griffin community. Entry to enhanced provision is based on individual need and the relevant admission or consultation arrangements; it is not an automatic entitlement for all pupils with SEND.

2.1 Specialist Nursery

Griffin offers 15 hours per week of specialist nursery provision for children aged 3–4 who require a higher level of support than can ordinarily be provided within a mainstream nursery environment. Places are funded through Wandsworth Local Authority and allocated through the Early Years Inclusion Panel. The provision provides early intervention within a calm, low-arousal environment, with a high level of adult support and an individualised focus on communication, regulation, interaction, independence and early learning. Griffin works closely with families and professionals to consider appropriate next steps, which may include mainstream provision, an EHCP needs assessment, resource-base provision or specialist Reception provision.

2.2 Enhanced Reception Provision

Griffin's enhanced Reception provision supports children with EHCPs who require access to a smaller, low-arousal environment and a high level of individualised support. Entry is through consultation with Wandsworth Local Authority. Pupils work towards individual EHCP outcomes alongside the EYFS framework, with Cherry Garden used where appropriate to assess and demonstrate progress from individual starting points. Children have planned opportunities to access mainstream learning, play, Forest School and wider school experiences where appropriate.

2.3 Whale Room Enhanced Provision

The Whale Room provides enhanced provision for pupils with EHCPs who have significant social communication and language needs and are working below their key stage. Pupils access targeted teaching and specialist intervention linked to their EHCP outcomes while remaining part of their mainstream class and the wider Griffin

community. The provision is designed to support pupils to access learning successfully while maintaining meaningful opportunities for inclusion with peers.

2.4 Safeguarding and accessibility within enhanced provision

Leaders recognise that pupils with communication differences, including pupils who are pre-verbal, may be more vulnerable because they can find it harder to communicate worries, recognise risk or seek help. Individual risk assessments, communication supports, environmental adaptations and professional advice are used where required. Staff work closely with parents and carers to understand each pupil's communication, sensory and safety needs.

3. Key Areas of Accessibility

3.1 Access to the curriculum

- Curriculum and subject leaders consider SEND and accessibility when developing curriculum plans and resources.
- Teachers use appropriate scaffolding, modelling, pre-teaching, visual support, adapted resources and reasonable adjustments while maintaining ambitious learning intentions.
- Provision Map is used to record and review targeted provision and SEN Support Plans through the Assess–Plan–Do–Review cycle.
- EHCP outcomes are monitored regularly and provision is adjusted where pupils are not making expected progress towards their individual outcomes.
- Assessment information, including WellComm, Cherry Garden and Little Wandle assessments where appropriate, is used alongside teacher assessment to identify progress and next steps.
- External professionals, including Speech and Language Therapy, Educational Psychology, Occupational Therapy, CAMHS and local authority services, are consulted where appropriate and their recommendations inform provision.
- Pupils with SEND and disabilities are supported to access trips, Forest School, clubs, performances, sport and enrichment through reasonable adjustments and individual risk assessment where necessary.

3.2 Access to the physical environment

- The school reviews the physical environment in response to the needs of pupils, staff, families and visitors.
- All classrooms have ground-floor access.
- Accessible toilet and changing facilities are maintained and kept available for those who require them.
- Classroom and enhanced-provision environments are adapted flexibly according to individual sensory, communication, mobility and regulation needs.
- Routes, signage and use of spaces are reviewed to support safe and independent access wherever possible.
- Appropriate aids, equipment and specialist resources are considered in consultation with families and professionals.

3.3 Access to information and communication

- Information is presented in accessible formats according to need, including visual supports, simplified language and translated information where appropriate.
- Class Dojo and other school communication systems are used to strengthen home–school communication, including translation functions for families with English as an additional language.
- Parents and carers are supported to access Provision Map and understand their child's SEN Support Plan, provision and outcomes.
- Pupils with communication differences are provided with meaningful ways to express choices, needs, views and concerns.
- Half-termly SEND coffee mornings and regular updates provide families with information about SEND, the Local Offer, school provision and support from external professionals.

3.4 Transition

Transition arrangements are personalised according to need. Support may include SLT-led tours, information sharing with previous or receiving settings, observations, home visits, TAF meetings, social stories, additional visits, accompanied visits and staggered starts. Griffin works collaboratively with children, families and professionals to support successful transitions into Griffin, between phases and to new settings.

Griffin Accessibility Action Plan 2026–2027			
PRIORITY	ACTIONS	TIMEFRAME / MONITORING	INTENDED IMPACT
Ambitious and accessible curriculum for all pupils	SEND considered at the inception of curriculum and policy development. Subject leaders work with the SENCO to identify barriers. Staff use appropriate scaffolding, pre-teaching, visuals, adapted resources and reasonable adjustments.	Termly – SLT, SENCO and subject leaders	Pupils with SEND access an ambitious curriculum alongside peers and make progress from individual starting points.
Embed high-quality inclusive teaching	Continue staff development in inclusive classroom practice, adaptive teaching and effective task design in line with TEFAT expectations.	Ongoing; reviewed termly	Staff confidence and consistency increase and unnecessary reliance on individual intervention is reduced.
Embed Specialist Nursery and Enhanced Reception provision	Maintain clear systems for individual planning, communication, sensory regulation, assessment, EHCP provision and planned inclusion with mainstream EYFS.	Half-termly – SENCO, Assistant SENCO and EYFS leaders	Children with complex needs receive appropriate early and specialist support while remaining part of the Griffin community.
Embed and develop the Whale Room	Deliver targeted teaching and specialist intervention linked to EHCP outcomes, alongside planned mainstream access and wider school participation.	Half-termly – SENCO and provision lead	Pupils with complex needs remain successfully included in mainstream school while accessing enhanced support.
Strengthen cognition and learning provision	Develop staff expertise in supporting cognition and learning needs, including specific literacy difficulties. Explore training and resources through the Mainstream Inclusion Fund where appropriate.	2026–27 – SENCO/SLT	Pupils with literacy and learning difficulties receive increasingly precise classroom support and intervention.
Improve outcomes and evaluation of SEND provision	Use Provision Map and the Assess–Plan–Do–Review cycle to monitor interventions, SEN Support Plans and EHCP outcomes. Use appropriate assessment including WellComm, Cherry Garden and Little Wandle.	Half-termly/termly	Leaders can identify impact and adjust provision promptly when it is not achieving the intended outcome.
Strengthen partnership with parents and carers	Increase engagement with Provision Map and ensure communication is accessible to families with EAL. Continue SEND coffee mornings, professional input and regular updates.	Ongoing; reviewed termly	Parents understand provision and outcomes and are active partners in planning and review.
Accessible communication for pupils	Use visuals, simplified language and alternative/augmentative communication approaches where required. Implement professional advice.	Ongoing	Communication differences do not unnecessarily prevent access to learning, relationships, safeguarding or school life.
Maintain an accessible physical environment	Review routes, toilets/changing facilities, signage, classrooms and enhanced provision spaces. Make flexible adaptations in response to pupils attending Griffin.	Termly and as needs arise – Site Manager/SLT/SENCO	The environment remains safe, dignified and accessible for pupils, families, staff and visitors.
Ensure enrichment is accessible	Plan reasonable adjustments for trips, clubs, performances, sport and Forest School. Complete individual risk assessments where required.	Ongoing	Pupils with SEND and disabilities participate meaningfully in the wider life of the school.
Strengthen transition arrangements	Use personalised transition plans, information sharing, visits, observations, home visits, social stories and staggered starts where appropriate.	At admission, phase transfer and exit	Pupils with additional needs experience planned and successful transitions.

5. Monitoring and Evaluation

The SENCO and Assistant Principal for Inclusion will maintain strategic oversight of accessibility and SEND, working alongside SLT, the Assistant SENCO, enhanced provision staff, subject leaders, teachers, families and external professionals.

The impact of this plan will be evaluated through pupil progress information, Provision Map, EHCP and SEN Support reviews, pupil and parent voice, learning walks, assessment information, attendance information where relevant, and evaluation of the effectiveness of reasonable adjustments.

Where provision or an adjustment is not having the intended impact, leaders and staff will return to assessment and review, seek further advice where appropriate and adjust the plan accordingly.

6. Publication

The Accessibility Plan will be available through the school website and on request from Griffin Primary School. Families who require information in an alternative or translated format should contact the school office.