



Accessibility Plan

Approved by Governors: September 2026

To be reviewed: September 2027 (or in light of any new legislation)

Accessibility Policy – September 2026

Introduction

This Accessibility Plan is required under the Equality Act 2010.

The school aims to:

1. Ensure that all pupils have full access to the curriculum and all aspects of school life.
2. Ensure that disabled pupils, staff, governors, parents and carers are not treated less favourably than others.
3. Make reasonable adjustments to remove barriers and improve access for disabled pupils, staff, governors, parents and carers.

Principles

- We will comply with the Equality Act 2010, the SEND Code of Practice (2015), and the school's Safeguarding Policy.
- We will not discriminate against any member of the school community, including in admissions and exclusions.
- We will not treat disabled pupils, staff, governors, parents, carers or visitors less favourably because of their disability.
- We will take all reasonable steps to ensure that disabled pupils and adults are not placed at a substantial disadvantage.
- We recognise and value parents' knowledge of their child's strengths, needs and abilities, and we respect the rights of parents and pupils to confidentiality.
- Governors and staff will have due regard to their duties under the Equality Act 2010 and associated guidance.
- We will provide all pupils with a broad, balanced and inclusive curriculum, adapting teaching, learning and assessment where necessary to meet individual needs and remove barriers to learning and participation.

Key Points

- We are committed to reducing barriers to the curriculum and enabling full participation in school life for all pupils.
- The school is fully wheelchair accessible, and a lift is available to provide access to classrooms and the office areas of the building.
- Where a pupil or adult has specific access requirements, the school will work in partnership with parents, carers, external agencies and the Local Authority, where appropriate, to identify and implement suitable support and reasonable adjustments.

- We will promote participation in all aspects of school life, including after-school clubs, educational visits, enrichment activities and cultural events.
- We will seek to improve communication with pupils, parents, carers and staff by providing information, where appropriate, in accessible formats, including curriculum information, letters, handouts, timetables and information about school events.

Ongoing Activity

- We will continue to seek and follow advice from Local Authority (LA) services, including specialist teachers, SEND advisers, health professionals, occupational therapists and other relevant external agencies, as appropriate.
- We will continue to review and adapt the physical environment to improve accessibility and ensure that pupils, staff and visitors can access facilities and participate fully in school life.
- We will regularly monitor the effectiveness of reasonable adjustments and make changes where necessary to meet individual needs.

Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled pupils, staff, governors, parents and carers.	Create and review individual access arrangements for disabled pupils through the Support Plan process. Ensure staff and governors can access areas of the school used for meetings.	As required	SENDCo and Class Teachers Headteacher	Support Plans are in place where required and all relevant staff are aware of pupils' needs. Staff and governors are confident that their access needs are met. Meetings are held in accessible locations, including ground-floor rooms where necessary.
Ensure school staff and governors are aware of access issues.	Remind parents and carers annually to inform the school of any access requirements. Share relevant SEND information with staff to ensure continuity of support for pupils.	Ongoing	Headteacher SENDCo	Access needs are identified and met promptly. Staff, including supply staff, are aware of pupils' needs and appropriate support arrangements.
Ensure everyone has access to the reception area.	Ensure wheelchair, mobility aid and buggy access is not obstructed.	Daily	Site Supervisor, Health and Safety Lead, Headteacher	Parents, carers and visitors with disabilities feel welcome and can access the reception area safely.
Maintain safe access for visually impaired people.	Ensure high-visibility markings remain on step edges and access routes. Check external lighting regularly.	Monthly (markings) Weekly (lighting)	Site Supervisor and Health and Safety Lead	Visually impaired pupils, staff and visitors can move around the site safely. High-visibility markings and lighting are maintained as required.
Ensure all disabled people can be safely evacuated.	Maintain Personal Emergency Evacuation Plans (PEEPs) where required. Ensure staff are aware of their evacuation responsibilities and relevant pupil needs.	Reviewed annually and when needs change	SENDCo and Headteacher	Disabled pupils, staff and visitors can be evacuated safely. Relevant staff understand and can carry out evacuation procedures effectively.
Provide appropriate support for pupils with hearing impairments.	Seek advice from Lancashire SEND services and other relevant	As required	Headteacher	Pupils with hearing impairments can access learning and participate fully in school life.

	professionals regarding equipment and reasonable adjustments.			
Ensure fire exits are suitable and accessible for disabled users.	Keep all fire exits clear and accessible at all times.	Daily	All Staff and Headteacher	Disabled pupils, staff and visitors can evacuate safely and independently where appropriate.

Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff receive appropriate training on disability and accessibility issues.	Identify training needs through regular reviews, staff meetings and professional development opportunities.	Ongoing	SENDCo and Headteacher	Increased staff confidence and expertise in supporting pupils with disabilities.
Ensure all staff (teaching and non-teaching) are aware of pupils' access needs.	Share relevant information with staff and external agencies involved in supporting individual pupils, while maintaining confidentiality.	Ongoing	SENDCo	All staff are aware of and can respond appropriately to pupils' identified needs.
Ensure all educational visits and school trips are accessible to all pupils.	Assess venues, activities and transport for accessibility. Develop guidance and risk assessments to support inclusive participation.	Ongoing	Educational Visits Coordinator (EVC) and SENDCo	All pupils can access school trips and participate in a wide range of educational and enrichment activities.
Ensure the PE curriculum is accessible to all pupils.	Review and adapt the PE curriculum as required, including opportunities to participate in inclusive and disability sports.	As required	SENDCo and PE Subject Leader	All pupils can access PE and are supported to achieve their full potential.
Review curriculum areas and planning to promote disability awareness and equality.	Include reference to disability equality and positive representation of disability within curriculum reviews and planning.	Annually	SENDCo and Headteacher	Disability awareness and equality are increasingly reflected across the curriculum.
Ensure disabled pupils can participate fully in lunchtime,	Work with club leaders and staff to identify and implement reasonable adjustments and support where required.	As required	SENDCo and Headteacher	Disabled pupils participate confidently and fully in

after-school and enrichment activities.				extracurricular activities alongside their peers.
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Access to information

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure information is accessible to all pupils, parents, carers, staff and visitors.	Consult with parents, carers and staff about their preferred methods and formats for receiving information (e.g. large print, translated documents, visual supports, Braille where required).	Annually and as required	SENDCo and Headteacher	Staff are aware of individual communication needs and information is provided in accessible formats. Parents and carers feel informed, included and able to engage fully with school life.
Ensure accessibility is considered when reviewing communication systems and policies.	Include discussion of accessibility and communication needs in governor meetings and policy reviews.	Annually	Headteacher and Governing Body	Accessibility remains a key consideration in school decision-making and communication practices.

