



Ightenhill Primary School

Accessibility Plan

2026-2029



Introduction

At Ightenhill Primary School, accessibility is considered within all aspects of school improvement, SEND provision, inclusion, attendance, wellbeing and curriculum development. Our aim is to ensure that all pupils can participate fully in school life, achieve their potential and develop independence regardless of disability or additional need

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Ightenhill Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan will be reviewed annually by the Headteacher, SENDCo and Governing Board. Progress against identified actions will be reported through the school's self-evaluation and school improvement processes.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The school website will make reference to this Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory). The Plan will be monitored through the Curriculum and the Health and Safety Committees of the Governors. The Plan will also be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Under the Equality Act 2010, schools must improve access to the curriculum, improve the physical environment and improve the availability of accessible information for disabled pupils

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Health and Safety Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability in Ightenhill Primary School

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' (Equality Act 2010).

Ightenhill Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as Equal Opportunities Policy.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Leadership Team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies

Equality, SEND, Behaviour and Anti-bullying policies.

Physical Access

Item	Activity	Success Criteria	Timescale	Cost
Site accessibility	Updated accessibility audit of indoor and outdoor environments	Barriers identified and addressed within available resources	Annually	tbc
Signage	Review signage throughout school and improve visual supports where appropriate	Review signage throughout school and improve visual supports where appropriate	2026-2027	tbc
Emergency evacuation	Maintain evacuation chairs and update staff training annually	Staff confident in emergency procedures for disabled pupils and adults	Annual (All training to be completed 2026-2027)	Free of charge
Learning Lodge access	Review access arrangements and pathways around the Learning Lodge	Safe and equitable access for all users	Annual	Awaiting cost and viability report

Curriculum Access

Item	Activity	Outcome	Timescale	Achievement
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them. Utilising available staff CPD	Staff training requirements identified (Performance Management) School nurse, link professionals, inset – Support Plans, expert at hand	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT, SLT, Inclusion Manager and SENDCo.	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation. Care Plans linked to additional needs required for activity.	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To deploy HLTA / Teaching Assistants/ Pastoral – Learning mentors effectively to support pupils'	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Continuous	All pupils are supported to achieve their full potential

participation		Monitored by HT, SLT, Inclusion Manager and SENDCo.		
Development of the Learning Lodge. Support for children with significant cognition and learning needs. Development of bespoke curriculum with high adult ratios to drive progress and close gaps in learning.	The Learning Lodge will provide targeted provision for pupils with significant cognition and learning needs through a bespoke curriculum, evidence-informed interventions and high levels of adult support. Pupils will maintain links with their mainstream class and access inclusion opportunities wherever appropriate.	Pupils needs are appropriately met through bespoke curriculum planning. Adaptions, chunking and high levels of support drive progress. Pupils within the mainstream have access to additional support by classroom staff.	Lodge opening Autumn 2 Ongoing input	All pupils are supported to achieve their full potential. Children remain part of the mainstream classes and are supported with transition. Capacity building for interventions.
Seek pupil and parent views regarding accessibility		Accessibility improvements informed by stakeholder feedback		
Include accessibility considerations in school improvement planning		Inclusion remains central to strategic development		

Written Information Access

Item	Activity	Outcome	Timescale	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. The school website will be reviewed periodically to ensure compliance with accessibility requirements and ease of navigation for all users.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other	Review all current school publications and promote the availability	All school information available for all through hard copy and	Continuous	Delivery of school information to parents and the local

information for parents in alternative formats	in different formats for those that require it	website		community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Advice for specific pupils from the VI audit + specialist involved with the pupils.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues e.g. functional use of language and managing SALT plans Other training as required	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils
Use accessible documents and presentations	School communications comply with accessibility guidance			

This Accessibility Plan reflects Ightenhill Primary School's commitment to ensuring that all pupils, staff, parents and visitors are able to access and participate fully in school life. The plan will be reviewed annually and updated every three years in line with statutory requirements and the evolving needs of our school community.