Long Whatton C of E Primary

Accessibility Plan 2026-29



'Live, Learn, Grow and be Thankful''

Accessibility Plan

Date of policy: November 2026

Date adopted by Governors: November 2026

Date of review: November 2029

1. Purpose and context

This three-year Accessibility Plan updates the school's September 2022 plan, which was due for review in September 2025. It sets out how Long Whatton C of E Primary School will continue to improve access to education and school life for disabled pupils, prospective pupils, staff, parents and visitors.

The plan is organised around three areas identified in the previous plan: improving access to the curriculum; improving the physical environment; and improving the delivery of written information. It also retains the previous plan's emphasis on reasonable adjustments, staff knowledge, specialist advice, inclusive activities and governor oversight.

The plan is intended to be reviewed at least annually by the governing body. Actions and priorities should be adjusted in response to the needs of current and prospective pupils, staff, families and visitors, and to the findings of school audits and individual assessments.

2. Legislative framework and definition

The school's previous plan identifies Schedule 10 of the Equality Act 2010 as the relevant framework. This plan continues to recognise the need to avoid disability discrimination and to consider and make reasonable adjustments so that disabled people are not placed at a substantial disadvantage.

The previous plan describes disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This can include mobility, manual dexterity, physical co-ordination, continence, lifting and carrying, speech, hearing, eyesight, memory, concentration, learning, understanding and perception of risk.

3. School commitment and approach

The school will seek to make reasonable provision for disabled pupils, prospective pupils, staff, parents and visitors. Adjustments may include changes to teaching and learning, additional or specialist support, medication arrangements, adapted resources, assistive technology, risk assessments and changes to the physical environment, according to individual need.

The SENDCo will support staff in identifying and reviewing reasonable adjustments, working with families and external advisers where appropriate. The school will consider disability awareness and inclusion in staff induction, training and the wider life of the school.

The school will consider accessibility when reviewing relevant policies and procedures, including SEND, inclusion, health and safety, educational visits and intimate care arrangements. The plan will be published on the school website, with a paper copy available from the school office. Information will be provided in alternative formats where reasonably required.

4. Three-year action plan: 2026–2029

The actions below develop the priorities in the 2022–2025 plan. The first-year audit will establish the current baseline; this document does not assume that any proposed audit, adjustment or improvement has already taken place.

Priority	Action / strategy	Lead responsibility	Timescale	Success criteria	Evidence / monitoring
Curriculum access and reasonable adjustments	Review the accessibility of teaching, learning and assessment for pupils with identified needs. Check that short-term planning records reasonable adjustments, appropriate adult/peer support, adapted resources and specialist advice where needed.	SENDCo and class teachers	2026–27: audit current cohort and provision; 2027–28: implement and review adjustments; 2028–29: evaluate impact and refresh provision.	Pupils can participate in lessons and make progress; adjustments are recorded, understood by relevant staff and reviewed with families/pupils as appropriate.	Provision and pupil progress reviews; SEND records; feedback from pupils and families.
Staff training and disability awareness	Audit staff and governor training needs. Provide targeted guidance or training on differentiation, relevant impairments and	Headteacher and SENDCo; Governors for oversight	Annual audit; induction for new staff; targeted training as needs	Staff know the needs of pupils they support and can identify and apply appropriate adjustments.	Training records; staff feedback; review of classroom practice and support plans.

	strategies needed to support learning and participation.		arise throughout 2026–29.		
Educational visits and wider activities	Review visits, clubs, events and other out-of-school activities at the planning stage. Liaise with providers and families, assess individual access and safety needs, and plan reasonable adjustments.	Visit leader and class teacher, supported by SENDCo and Headteacher	Before each visit or activity; annual review of procedures.	Disabled pupils are enabled to participate as fully as reasonably possible in the full range of school activities.	Visit plans and risk assessments; participation records; feedback from pupils and families.
Classroom layout, furniture and equipment	Review classroom layouts and the location of furniture/equipment against the needs of current cohorts. Make practical changes or identify equipment needs to promote participation and independence.	Class teachers and SENDCo; Headteacher to coordinate resources	Initial review in 2026–27; check at the start of each academic year and when pupil needs change.	Classrooms are organised to support access, movement, participation and independence.	Classroom accessibility checks; pupil/staff feedback; records of adjustments.
Written information and alternative formats	Identify communication and information needs. Provide school information in an appropriate alternative format when required, which may include large print, accessible electronic formats or other formats identified for an individual.	School office and Headteacher, with SENDCo input	Ongoing; review annually and when a need is identified.	Pupils, parents and carers can access important school information in a format appropriate to their needs.	Requests and responses; review of key communications; feedback from families.
Website, newsletters and school communications	Review key information published on the website and in newsletters for readability and accessibility. Use clear, dyslexia-friendly presentation and explain how families can request alternative formats.	Headteacher and school office	Review key information in 2026–27; maintain and check annually through 2028–29.	School information is clear and available in an accessible format; families know how to request adjustments.	Website/document checks; newsletter notices; requests and feedback.
Visual, hearing and sensory access	When a need is identified, review lighting, signage, colour contrast, acoustics, floor coverings and access to specialist hearing or vision advice. Agree individual adjustments and identify any premises works requiring further assessment or funding.	Headteacher and SENDCo, with relevant external advice	As needs arise; include in annual site/accessibility review.	Barriers affecting pupils or visitors with sensory or physical needs are identified and reasonable actions are planned.	Site review records; advice received; action log and completion evidence.
Physical access and shared facilities	Review routes, entrances, circulation areas, playground and common areas, toilets, washing/changing facilities, and furniture/equipment in light of the needs of current and prospective users. Seek local authority or specialist advice where required.	Headteacher and Governors	Baseline review in 2026–27; review annually and whenever a new need is identified.	Access barriers are recorded, prioritised and addressed where reasonably practicable; individual access arrangements are in place where needed.	Site audit; maintenance/action records; feedback from users.
Individual care, moving and handling	Where a pupil requires toileting, catheterisation, intimate care or physical assistance, ensure appropriate plans, protocols, risk assessments and staff training are in place. Seek specialist advice and training where necessary.	Headteacher and SENDCo, with relevant trained staff and external advisers	Before support is provided and reviewed at least annually, or sooner if needs change.	Support is safe, dignified, consistent and delivered by appropriately briefed/trained staff.	Individual plans; training records; risk assessments and review records.
Policies, governance and monitoring	Review relevant policies and procedures on an annual rolling programme. Governors monitor delivery of this plan, review progress and agree any changes to priorities or resources.	Headteacher and SENDCo; Governing Body / relevant committee	Annual governor review in 2026–27, 2027–28 and 2028–29.	Accessibility remains part of school improvement and governance; actions are reviewed and updated.	Minutes of governor meetings; annual plan review; updated action log.

5. Annual review and reporting

The Headteacher and SENDCo should review the action plan each year and report progress to the Governing Body or its relevant committee. The review should consider:

- the needs of current pupils and any known needs of prospective pupils, staff, parents and visitors;
- whether reasonable adjustments are effective and whether further adjustments are required;
- the accessibility of the curriculum, educational visits and wider school activities;
- the condition and accessibility of the school environment and any barriers identified;
- whether information is available in appropriate formats;
- staff training, specialist advice, incidents, feedback and any outstanding actions;
- resources, timescales and responsibility for actions that remain incomplete.

The plan should be updated where circumstances change. Urgent or individual access needs should be addressed when they arise and should not wait for the annual review.

6. Approval and review record

Milestone	Date / record
Draft prepared	November 2026
Reviewed by Headteacher / SENDCo	November 2026
Considered by Governing Body	November 2026
Date adopted by Governors	November 2026
Annual review 1	2027–28 – date and outcome to be recorded
Annual review 2	2028–29 – date and outcome to be recorded
Next full review	November 2029