

Reedley Primary School

Accessibility Plan



September 2026

To be reviewed September 2029

Reedley Primary School
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Aims

At Reedley Primary School, we are committed to providing an inclusive environment where all pupils, staff, parents, carers and visitors are treated fairly and with respect. We aim to eliminate discrimination, advance equality of opportunity and foster good relations in accordance with the Equality Act 2010.

We recognise our duty to make reasonable adjustments for disabled pupils and to increase accessibility through:

- Improving access to the curriculum.
- Improving the physical environment.
- Improving access to information.

Legislation and guidance

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Access to the curriculum for disabled pupils

Aim	Current good practice	Actions to be taken	Person responsible	Timescale	Success criteria
To embed the quality of Quality First Teaching so that high quality, inclusive teaching is available to all.	<ul style="list-style-type: none"> Ambitious and adapted curriculum for all pupils Inclusion bases provide full adapted curriculum to provide high quality opportunities and support The curriculum is reviewed to ensure it meets the needs of all pupils Adaptations and resources are used to support access to the curriculum 	Further develop staff (teacher and ta) expertise through rigorous, high quality CPD and monitoring by SLT and subject leaders.	SLT, SENDCO	Ongoing 2026-2029	<p>All children will access high quality teaching throughout the day which is adapted to meet individual needs where necessary.</p> <p>All staff will have training regarding inclusive teaching and learning strategies.</p>
Ensure all staff are aware of pupil's needs and next steps	<ul style="list-style-type: none"> Graduate approach of Assess, Plan, Do, Review. We aim to set individualised targets which are SMART for pupils with additional needs 	Develop use of PIVATs and other assessments to support target setting and monitoring of small step progress	SENDCO	Ongoing	All staff are aware of and can respond appropriately to pupils' identified needs.
To improve staff expertise in SEND and inclusion	<ul style="list-style-type: none"> Staff have regular, high-quality training from both internal and external providers. School work closely with external agencies such as: <ul style="list-style-type: none"> Speech and language therapist Qualified teacher of the deaf Qualified teacher of the visually impaired Specialist teachers Educational psychology Occupational therapy and physiotherapy 	Further develop staff (teacher and ta) expertise through rigorous, high quality CPD and monitoring by SLT and subject leaders.	SENDCO, SLT	Ongoing	<p>All staff will have generalised send training and where appropriate more specialised training.</p> <p>Staff will have the necessary strategies and confidence to support all pupils with disabilities.</p>

Improve support for Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> Independent SALT works within school fortnightly WellComm screening on entry in Reception, identifies early any needs 	<p>Targeted staff training to support specific needs and interventions to meet need</p> <p>Review SaL interventions, assessments to ensure a robust support plan for children with SLCN</p>	SENDCO	<p>Ongoing</p> <p>December 2026</p>	Children with SLCN will make good progress with their communication and interaction skills from their individual starting points
Ensure disabled pupils can participate in wider life of the school	<p>Wide variety of after-school clubs Opportunities to take on responsibilities throughout school: school council, reading buddies, sports ambassadors, etc.</p> <p>Extra curriculum clubs have reasonable adjustments made to include all pupils who wish to access</p>	Monitor the participation of pupils with disabilities in the wider life of the school activities.	SENDCO, Phase Leaders	Ongoing	<p>Pupils with disabilities will access a range of extra-curricular activities alongside their peers</p> <p>Pupils with disabilities participate confidently and full in the wider life of the school</p>
Review curriculum areas and planning to promote disability awareness and equality	<p>Reading books throughout school features characters with disabilities (hearing aids, AAC, etc)</p> <p>Some year groups have identified and learn about disabilities or disabled people within the curriculum (Year 1; Crickets)</p>	<p>Review curriculum content for examples of disability</p> <p>Further increase the curriculum resources and opportunities to include examples of people with disabilities</p>	SENDCO, Subject Leaders	Annually	The curriculum at Reedley will promote disability awareness and equality consistently throughout the curriculum

Access to Physical Environment

Aim	Current good practice	Actions to be taken	Person responsible	Timescale	Success criteria
To maintain accessible routes throughout school and to be aware of the access needs of disabled pupils, staff, governors, parents and visitors.	<p>The school environment is accessible or adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Fully wheelchair accessible site Level access to all classrooms Fire exit clear and accessible at all times Wider corridors Adapted access arrangements available (staff car park) Disabled toilet Sensory amendments made, where necessary Class information sheet with key information about pupil's needs 	<p>Make sure all routes through and into school are not obstructed</p> <p>Create and review individual access arrangements for disabled pupils and families.</p> <p>Class information sheets to be kept up to date with key information</p> <p>Sensory aids e.g. EduMics to be in place for children with sensory impairments. Advice and strategies to be sought by Lancashire SEND Specialists.</p>	<p>Site supervisor</p> <p>Headteacher, SENDCO</p> <p>Class Teachers, Phase Leaders</p> <p>SENDCO</p>	<p>Daily</p> <p>Ongoing</p> <p>At least annually, or when needs change.</p> <p>SENDCO</p>	<p>Disabled pupils, staff, parents and visitors feel welcome and can access the school environment safely.</p> <p>Access needs are identified and met promptly.</p> <p>Staff including supply staff are aware of pupils needs and appropriate support arrangements.</p> <p>Pupils with sensory impairments can access learning and participate fully in school life.</p>
To ensure all disabled people can be safely evacuated	<p>Personal Emergency Evacuation plans (PEEPs) in place where required.</p> <p>Each Phase has a fire evacuation plan outlining responsibilities</p>	<p>Maintain PEEPs where required.</p> <p>Ensure staff are aware of their evacuation responsibilities and relevant pupil needs</p> <p>Ensure fire exits are suitable and accessible at all times</p>	<p>SENDCO, Headteacher, Phase Leaders</p> <p>All staff</p>	<p>Reviewed annually or when needs change</p> <p>daily</p>	<p>Disabled pupils, staff and visitors can be evacuated safely and independently, where appropriate. Relevant staff understand and can carry out evacuation procedures effectively.</p>

Access to Information

Aim	Current good practice	Actions to be taken	Person responsible	Timescale	Success criteria
To improve the delivery of information to pupils with a disability	<p>Reedley uses a range of communication methods to ensure information is accessible. These include:</p> <ul style="list-style-type: none"> • Dual-coding and visuals used to support language • Alternative formats such as enlarged print available where required • EduMic's for children who are deaf. • 	<p>Termly Pupil progress meetings to ensure provision is appropriate</p> <p>Working alongside external agencies, where appropriate, to ensure resources are in place to allow full access to the curriculum</p>	<p>SENDCO and Class Teachers</p> <p>SENDCO</p>	<p>Termly</p> <p>Ongoing</p>	<p>Adapted, and where appropriate specialised, resources will be in place for all children who require them</p>
To ensure information is accessible to all pupils, parents, carers, staff and visitors	<ul style="list-style-type: none"> • School website contains policies, which can be printed upon request • School website contains SEND information and support to other agencies • Translation support available through bilingual staff and translation apps • Alternative formats such as enlarged print available where required • Regular communication through newsletters, emails and text messages. • 3 parents meetings annual for families of children with disabilities. • Annual reviews and other review meetings take place 	<p>Continue to consult with parents and staff about their preferred methods for receiving information.</p> <p>Continue to provide regularly meetings and information sharing.</p> <p>Parent questionnaire to gain views of information and support</p>	<p>SENDCO, Class staff</p> <p>SENDCO</p> <p>SENDCO,</p>	<p>Ongoing, when necessary</p> <p>Monthly newsletter</p> <p>Termly parents meetings</p> <p>Annually (Spring 2027)</p>	<p>Staff are aware of communication needs and information is provided in accessible formats</p> <p>Parents and carers feel informed, included and able to engage fully with school life.</p> <p>Responses from questionnaire will inform future practice.</p>

