

Penwortham Primary School



Accessibility Plan

2026-2027

Happy Children Who Achieve

Penwortham Primary School Accessibility Plan

Statement of Intent

Penwortham Primary School is committed to providing an inclusive environment in which all pupils can participate fully in school life and have equal opportunities to achieve their potential.

This Accessibility Plan has been developed in accordance with the requirements of the Equality Act 2010, particularly Schedule 10, and should be read alongside the school's wider duties relating to equality, special educational needs and disability.

The purpose of this plan is to identify and address barriers to participation and learning for disabled pupils and to ensure that the school anticipates and makes reasonable adjustments where required. For the purposes of the Equality Act 2010, a person is considered disabled where they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disability may affect pupils in different ways and that barriers may be physical, sensory, cognitive, communication-related, social or emotional. The school will therefore consider the individual needs of pupils and will work with pupils, parents/carers and relevant professionals to identify appropriate adjustments and support.

The Accessibility Plan addresses the three areas identified within Schedule 10 of the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school to increase access for disabled pupils; and
- improving the delivery of information to disabled pupils in formats which are accessible to them.

The plan will be implemented within a reasonable timeframe and will take account of the individual needs of pupils, the views of pupils and parents/carers, and the resources available to the school.

The governing body recognises its responsibility to ensure that appropriate resources are allocated to support the implementation of this plan.

The school also recognises its wider responsibilities towards disabled staff, parents, carers and visitors and will make reasonable adjustments where required in accordance with the Equality Act 2010.

Penwortham Primary School aims to:

- ensure that disabled pupils can participate fully in the curriculum and wider school life;
- identify and remove barriers to learning and participation;
- anticipate and make reasonable adjustments to meet individual needs;
- improve the accessibility of the school's physical environment;
- ensure that information is available in accessible formats where required;
- promote positive attitudes towards disability and inclusion across the school community;
- ensure that staff have the knowledge and confidence to support disabled pupils effectively;
- seek and respond to the views of disabled pupils and their parents/carers;
- monitor the effectiveness of accessibility arrangements and make improvements where required.

The school recognises and values the knowledge that parents/carers have about their child's needs and will work collaboratively with families and relevant professionals when determining appropriate adjustments and support.

Confidential information relating to a pupil's disability or additional needs will be managed in accordance with the school's confidentiality, safeguarding and data protection procedures.

Reasonable Adjustments

The school will anticipate and make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

Reasonable adjustments may include, where appropriate:

- adaptations to teaching and learning;
- changes to classroom organisation or seating;
- visual supports and communication systems;
- sensory adjustments;

- access to assistive technology;
- adaptations to the physical environment;
- additional adult support where appropriate;
- adaptations to educational visits, clubs, performances and other enrichment activities;
- appropriate assessment arrangements;
- alternative formats for information;
- adjustments to routines, transitions or school procedures.

Reasonable adjustments will be identified on an individual basis and reviewed regularly to ensure that they remain appropriate and effective.

Consultation and Involvement

The Accessibility Plan will be developed, implemented and reviewed in consultation with relevant members of the school community, including:

- pupils, including pupils with SEND and disabilities;
- parents and carers;
- the Headteacher and Senior Leadership Team;
- SENDCo and relevant teaching and support staff;
- the Governing Body;
- external professionals and agencies where appropriate.

Pupil and parent/carers views will be considered when identifying barriers and determining appropriate adjustments.

Legislative and Policy Framework

This plan should be read in conjunction with:

- Equality Act 2010, including Schedule 10;
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- Special Educational Needs and Disability Regulations 2014;
- Public Sector Equality Duty;
- school Equality Policy;
- SEND Policy;
- Behaviour Policy;
- Curriculum Policies;
- Teaching and Learning Policy;
- Health and Safety Policy;
- Emergency Plan;
- School Improvement Plan;
- Educational Visits Policy;
- relevant accessibility and inclusion guidance.

Monitoring and Review

The Accessibility Plan will be monitored by the Headteacher, SENDCo and Governing Body.

Progress against action plans will be reviewed throughout the academic year and formally reviewed annually.

Evidence used to evaluate progress may include:

- accessibility audits;
- learning walks and environmental reviews;
- pupil voice;
- parent/carers feedback;
- staff feedback;

- participation data;
- SEND provision monitoring;
- review of reasonable adjustments;
- educational visit and enrichment planning;
- review of incidents or barriers affecting accessibility.

Where actions have not been completed, they will be reviewed and either carried forward, amended or replaced by a more appropriate action.

The plan will be reviewed annually and updated to reflect changes in legislation, the school environment, the needs of pupils and the school's priorities.

The Accessibility Plan will be published on the school website.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the governors of Penwortham Primary School.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- **Headteacher**
- **SEND Coordinator**
- **School Business Manager**
- **The Governing Body**

Date: September 2026

Review: June 2027

Penwortham Primary School

ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Success Criteria/ Evidence/ Monitoring
1	Corridor	Keep corridors clear from obstructions. Ensure intervention tables are located to leave sufficient access for wheelchair uses.	Immediate	High	None	Ongoing	All staff Regular environmental checks confirm clear routes and identified barriers are addressed promptly.
2	Wheelchair access to the school buildings	Enable wheelchair users to access school independently. Remind parents/ carers to ensure that disabled bays are not blocked at any time.	Ongoing	High	None - newsletter reminders	Wheelchair ramps were installed around school.	HT/ SENDCo Accessible routes remain available and appropriate adjustments are implemented when required.
3	Disabled parking	2 × spaces provided and markings to be painted when necessary.	Ongoing	High	Funded from maintenance pot.	Disabled parking space in place on school car park. Ongoing maintenance.	HT/ SENDCo Designated spaces are clearly marked, available and maintained.
4	Accessible toilet	In place in the main entrance of the school. Redecoration as and when necessary.	Ongoing	Low	Funded from maintenance pot.	Completed - Ongoing maintenance.	HT/ site supervisor Accessible toilet remains fully operational, and any defects are addressed promptly.

5	Changing and shower facilities	In place in the main building of the school.	Ongoing	Low	Funded from maintenance pot	Completed - Ongoing maintenance.	HT/ site supervisor Facilities remain accessible and appropriate adjustments are made where required.
6	Mindfulness Suite	Maintain the existing Mindfulness Suite and review its accessibility and suitability for pupils who require a quiet or regulated space.		High	Funded by PTFA	Completed	HT/SENDCo Space remains accessible and appropriately used to support identified pupil needs.
7	Signage and Wayfinding	Review signage around school to ensure it is clear, pictorial where appropriate, and accessible to pupils and visitors with visual, cognitive or communication needs.	Ongoing	Medium	Low	Annually	HT//SENDCo Accessibility review completed and improvements made where required.
8	Accessibility of Emergency Procedures	Develop and review PEEPs where required. Ensure fire drills and evacuation procedures consider pupils, staff and visitors with disabilities.	Ongoing	High	None/Low	Annually	HT/Site Supervisor/SENDCo PEEPs are in place where required and emergency procedures demonstrate consideration of individual accessibility needs.
9	Lighting and Acoustics	Review learning environments to ensure lighting and acoustics support pupils with sensory, visual and hearing needs.	Ongoing	Medium	Variable	Annually	HT//SENDCo Environmental barriers are identified and reasonable adjustments implemented where required.

10	Accessibility Audit of the Site	Annual accessibility audit completed, with identified actions incorporated into the school's premises, school improvement and/or accessibility planning	Annually	Medium	Low	Annually	HT/SENDCo/Governors Annual audit completed and identified actions recorded and monitored.
11	Outdoor Environment	Review accessibility of playgrounds, outdoor learning areas, seating and pathways. Consider quiet/sensory-friendly areas where appropriate.	Ongoing	Medium	Variable	Annually	HT/SENDCo/Site Supervisor Outdoor accessibility reviewed and reasonable adjustments made where necessary.

Action Plan B – Improving Curriculum Access

Ref	Recommendations	Timescale	Priority	Cost	Success Criteria/Evidence/Monitoring
1	Adaptive teaching Monitor the quality and consistency of adaptive teaching to ensure that reasonable adjustments, scaffolding, sensory strategies, communication supports and assistive technology enable disabled pupils to participate meaningfully in learning.	To be reviewed termly	High	Staff meeting / release time	HT/ SENDCo Learning walks and monitoring demonstrate effective adaptive teaching and appropriate adjustments.
2	Reasonable adjustments Maintain a consistent system for identifying, recording, implementing and reviewing reasonable adjustments for disabled pupils. Ensure relevant staff are aware of individual adjustments.	Autumn Term	High	None	HT/ SENDCo Reasonable adjustments are identified, communicated, implemented and reviewed effectively.
3	Interventions and provision Audit SEND interventions and provision to evaluate their impact on participation, progress and independence. Use provision mapping and appropriate monitoring systems across year groups.	Autumn term	High	Leadership / staffing time	HT/ SENDCo Interventions are evidence-informed, monitored and adapted according to impact.
4	Classroom accessibility Review classroom organisation to promote participation, independence and accessibility for all pupils. Undertake environmental learning walks to identify effective practice and areas for development.	Autumn Term	High	Staff time / resources as required	HT/ SENDCo Classrooms demonstrate accessible organisation and reasonable adjustments are implemented where required.
5	Staff training Provide staff training on disability awareness, reasonable adjustments, inclusive practice and supporting pupils with SEND. Training will reflect the needs of the current school population.	SEND focus each half term	High	Training / release costs	HT/ SENDCo Staff demonstrate increased knowledge and confidence in supporting disabled pupils.

6	Communication and language Ensure appropriate communication and language adaptations are identified and implemented for pupils with speech, language and communication needs, including visual supports, communication systems and specialist advice where appropriate.	To be reviewed when specialists have worked with individual children.	High	Variable	HT/ SENDCo Pupils can access classroom communication and learning through appropriate adaptations.
7	Assistive technology Audit and develop the use of assistive technology, including text-to-speech, speech-to-text, communication tools, visual supports and accessibility functions available through school technology.	Spring Term	High	Variable	HT/ SENDCo Appropriate assistive technology is identified, available and used effectively where required.
8	Pupil voice Gather the views of pupils with SEND and disabilities regarding accessibility, inclusion, participation and support.	Autumn Term	Medium	None	HT/SENDCo Pupil feedback informs accessibility priorities and reasonable adjustments.
9	Educational visits and enrichment Ensure educational visits, clubs, performances, sporting activities and enrichment opportunities are planned with reasonable adjustments to maximise participation for disabled pupils.	Termly Check Autumn Term initially	High	Variable	HT/SENDCo Pupils with disabilities are able to participate in wider school opportunities wherever reasonably practicable.
10	Monitoring participation Monitor participation of disabled pupils in clubs, trips, leadership opportunities and wider school life and identify barriers to participation.	Termly Check Autumn Term initially	Medium	None	HT/SENDCo Participation data and pupil voice inform future accessibility actions.
11	Staff disability awareness Provide periodic training and updates for teaching and non-teaching staff on disability awareness, the Equality Act 2010, reasonable adjustments and inclusive practice.	Autumn Term	High	Training costs	Staff understand their responsibilities and can identify and respond appropriately to accessibility barriers.

Action Plan C – Improving the Delivery of Accessible Information

Ref	Recommendations	Timescale	Priority	Cost	Success Criteria/Evidence/Monitoring
1	Alternative formats Provide written information in an alternative accessible format where required to meet an identified disability or accessibility need.	Spring Term	High	Variable	HT/ SENDCo Information is provided in an appropriate format within a reasonable timeframe.
2	Communication preferences Record and respond to individual communication needs, including large print, electronic formats, coloured paper or other appropriate formats where required.	Ongoing	Medium	None	HT/ SENDCo Individual communication preferences are identified and followed.
3	Electronic communication Maintain accurate parent/carers contact details and ensure electronic communication is accessible and available through appropriate school communication systems.	Autumn Term	Medium	Leadership / staffing time	HT/ SENDCo Parent/carers information is accurate and communication is accessible
4	Website accessibility Review website content and documents to ensure information is current, accessible and compliant with relevant accessibility requirements. Check hyperlinks regularly.	Termly	Medium	None	HT/ SENDCo/ Office Staff Website review completed and accessibility issues addressed.
5	Accessible documents Review school documents published online to ensure they use accessible formatting, readable fonts, appropriate headings, meaningful hyperlinks, suitable contrast and alternative text where appropriate.	Spring Term	Medium	None	HT/ SENDCo Published documents are accessible and identified issues are corrected.
6	Translation and interpretation Ensure appropriate translation and interpretation services can be accessed	As required	Medium	Variable	HT/SENDCo Families can access key school information and

	for families where required to enable effective communication with school.				communication where an identified need exists.
7	Pupil information Ensure disabled pupils can access information relating to their learning, routines, school activities and wider opportunities through appropriate communication methods.	On going	High	Variable	HT/ SENDCo Pupils receive information in a format which enables them to understand and participate.
8	Parent/carer feedback Seek feedback from parents/carers where accessibility needs have been identified and use feedback to improve communication systems and formats.	Spring Term	Medium	None	HT/SENDCo Feedback is considered and actions are recorded where improvements are required.

Staff, Parent and Visitor Accessibility

Although Schedule 10 of the Equality Act 2010 specifically relates to accessibility planning for disabled pupils, Penwortham Primary School recognises its wider responsibilities towards disabled staff, parents, carers and visitors.

The school will:

- consider reasonable adjustments for disabled employees, applicants, parents, carers and visitors;
- ensure recruitment and employment processes do not unlawfully discriminate against disabled people;
- provide appropriate workplace adjustments where required;
- consider accessibility when organising meetings, events and activities;
- provide information in an accessible format where required;
- respond appropriately to individual accessibility requirements.

Equality and Inclusion

The school will continue to promote positive attitudes towards disability and challenge discrimination, prejudice and stereotyping.

Whole-school training and professional development will support staff and governors to understand their responsibilities under the Equality Act 2010 and to promote an inclusive culture.

Equality considerations will be incorporated into relevant school policies and decision-making processes.

Equality Impact Assessments will be undertaken where appropriate when policies, procedures or significant changes are reviewed.

Resources

The school will allocate resources to accessibility priorities according to need, available funding and the priorities identified through the Accessibility Plan, School Improvement Plan, premises planning and individual pupil assessments.

Where actions require significant expenditure, the school will consider available funding streams and seek external advice or support where appropriate.

Review of the Plan

This Accessibility Plan will be reviewed annually and revised where necessary.

A new accessibility audit will be undertaken before the end of each review period to inform the next plan.

The review will consider:

- progress against identified actions;
- changes in the needs of pupils;
- pupil and parent/carer feedback;
- staff feedback;
- accessibility audits;
- changes to the physical environment;
- developments in assistive technology;
- changes in legislation and national guidance;
- priorities identified through school improvement planning.

Completed actions will be recorded as such, while outstanding actions will either be carried forward, amended or replaced by new priorities.

The Accessibility Plan will be available on the school website and will be reviewed by the Governing Body annually.

Signed: K Penarski

Date: 28.08.2026