

Accessibility plan



Where only our best is enough

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	3
4. Monitoring arrangements	17
5. Links with other policies	17

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Tonacliffe Primary School, equality and inclusion are at the heart of all we do. We believe that every child has the right to feel valued, respected, and supported to achieve their full potential, regardless of their needs, abilities, background or circumstances.

We are committed to creating a nurturing and inclusive environment where barriers to learning are identified and reduced. Through high-quality, differentiated teaching and personalised support, we ensure that all pupils can access a broad and balanced curriculum. We recognise that children learn in different ways and that some pupils may require additional support to succeed. Our focus is always on meeting individual needs while celebrating each child's strengths.

Partnership working is a key aspect of our inclusive approach. We work closely with parents, carers, governors, staff and external agencies to ensure that children receive the support they need. We value parents as the first educators of their children and encourage their active involvement in decision-making and review processes.

Tonacliffe is dedicated to ensuring that all pupils can participate fully in every aspect of school life. Reasonable adjustments, accessibility planning, pastoral support, and anti-bullying measures help to promote a sense of belonging and ensure that every child feels safe and included. By fostering respect, acceptance, resilience, and opportunity for all, we aim to create a school community where diversity is celebrated and every pupil is empowered to thrive.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Tonacliffe Primary School follows the guidance and procedures set out by Lancashire County Council to promote equality, inclusion, and accessibility for all pupils. The school works in partnership with Lancashire's SEND Local Offer and relevant external agencies to ensure that children and young people with Special Educational Needs and Disabilities (SEND) can access appropriate support, services, and educational opportunities.

In line with the Equality Act 2010, the school is committed to making reasonable adjustments and removing barriers that may prevent pupils from fully participating in school life. Accessibility is considered when planning the curriculum, educational visits, extracurricular activities, communication with families, and the physical environment of the school.

The school's procedures ensure that pupils with SEND, disabilities, and medical needs are identified early and provided with appropriate support through a graduated approach. Where necessary, advice and involvement are sought from Lancashire County Council services and other specialist agencies to ensure provision meets individual needs. The effectiveness of this provision is regularly reviewed in partnership with pupils, parents, staff, governors, and external professionals to promote positive outcomes and equal opportunities for all.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND and disabilities	High-quality, adaptive teaching is provided for all pupils. Pupil Passports identify strengths, needs and reasonable adjustments. Staff receive training to meet identified needs. External agencies provide specialist advice where required.	Short term: Ensure all staff are aware of individual pupil needs and strategies. Medium term: Continue to develop staff expertise through training and agency support. Long term: Maintain an inclusive curriculum where all pupils can access learning and make progress from their starting points.	Review Pupil Passports at least termly. Deliver staff training. Continue to monitor progress of pupils with SEND. Implement recommendations from external agencies. Ensure quality-first teaching remains a priority.	SENCO Headteacher Class teachers	Ongoing - reviewed termly	Pupils make progress from their starting points. Staff demonstrate awareness of individual needs. Learning is appropriately adapted and accessible.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to the physical environment	Accessibility considerations are included in school planning. Individual pupil needs are considered when arranging classroom layouts, visits and activities. Physical environment improvements are discussed and reviewed as part of accessibility planning.	Short term: Identify any barriers within the school environment. Medium term: Make adjustments where required to support access. Long term: Ensure the school environment remains accessible to pupils, staff and visitors with disabilities.	Conduct regular accessibility audits. Review individual pupil requirements. Consider accessibility when making site improvements and purchasing resources.	SENCO Headteacher Site Manager	Annual review and as required	Physical barriers are identified and addressed. Pupils, staff and visitors can safely access school facilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to learning and the school environment for pupils with hearing impairments	Staff are aware of pupils' hearing needs and make reasonable adjustments within lessons. Parents and external professionals are consulted regarding support strategies.	Ensure hearing-impaired pupils can fully access learning, social opportunities and the wider curriculum.	Provide staff training on hearing impairment. Promote deaf awareness amongst pupils. Ensure classrooms are adapted to minimise background noise and optimise listening conditions. Work with families and specialist teachers to encourage consistent use of hearing aids. Address any bullying or misconceptions promptly.	SENCO Headteacher Class teacher External agencies	Reviewed termly	Pupils report feeling included and understood. Hearing aids are worn more consistently. Incidents relating to disability-based teasing reduce. Pupils access learning successfully and make expected progress.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve accessibility for pupils with physical and medical needs	Individual needs are considered and reasonable adjustments are made where necessary.	Ensure pupils with physical differences or medical needs can access all areas of school safely and confidently.	Complete individual risk assessments and accessibility reviews. Liaise with parents and health professionals regarding any adjustments required. Promote understanding and acceptance amongst peers.	SENCO Headteacher Class teacher	Reviewed termly	Pupil accesses all areas of school safely. Staff understand and respond appropriately to needs. Parents report satisfaction with provision.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Support independence and personal care needs	School works closely with parents and adapts support according to individual need.	Develop independence and dignity for pupils not yet toilet trained.	Create and implement an intimate care plan. Train relevant staff. Liaise regularly with parents and any involved professionals. Monitor progress towards toileting goals.	SENCO Class teacher TAs	Prior to September Reviewed half termly	Personal care needs are met safely and respectfully. The pupil demonstrates improved independence over time. Staff follow procedures consistently.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils, parents and visitors with disabilities	The school operates an open-door policy and maintains regular communication with parents. Information is shared through meetings, reports and reviews. Individual communication needs are taken into account.	Short term: Ensure information is available in suitable formats when required. Medium term: Review communication methods with families and stakeholders. Long term: Develop accessible communication systems that meet the needs of all members of the school community.	Consult with parents regarding communication preferences. Provide information in alternative formats when needed. Review communication procedures annually.	SENCO Headteacher Office Staff	Ongoing – reviewed annually	Information is accessible to all stakeholders. Parents report effective communication with school.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Promote inclusion and participation in all aspects of school life	Pupils with SEND are supported to access school trips, clubs, PE and extracurricular activities. Anti-bullying procedures, buddy systems and pastoral support help pupils feel safe and included.	Short term: Identify any barriers to participation. Medium term: Increase opportunities for all pupils to be fully involved in school activities. Long term: Maintain a culture where diversity is valued and all pupils have equal opportunities.	Risk assess activities individually. Make reasonable adjustments where required. Monitor participation and gather pupil and parent feedback.	SENCO Equality and engagement lead Headteacher Educational Visits Coordinator Class Teachers	Ongoing – reviewed termly	Pupils with SEND participate in the full range of school activities. Feedback indicates that pupils feel included and valued.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to mainstream learning for pupils with SEMH needs	Alternative provision and reduced-stimulation environments are used when required. Staff provide graduated support and pastoral intervention.	Increase successful engagement in mainstream classroom activities while maintaining emotional wellbeing.	Review individual support plans. Develop phased reintegration opportunities. Implement sensory regulation and emotional regulation strategies. Provide staff training and seek external advice where needed.	SENCO Headteacher Class teachers External agencies	Ongoing, review termly	Pupils successfully access mainstream lessons for increasing periods of time. Reduced incidents of dysregulation. Improved attendance, engagement and wellbeing.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve support for pupils with sensory processing and emotional regulation difficulties	Nurture approaches, pastoral support and flexible provision are already used.	Reduce barriers caused by sensory overload and difficulties with emotional understanding and regulation.	Develop sensory-friendly spaces and regulation resources. Provide staff training in sensory processing and emotional regulation. Implement visual supports and personalised regulation plans. Continue liaison with the Local Authority regarding specialist provision.	SENCO Headteacher External agencies	Ongoing, reviewed termly	Pupils demonstrate improved emotional regulation. Reduced incidents of sensory overload. Increased participation in learning and social activities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access and inclusion for pupils with complex learning needs	Differentiated teaching, personalised targets and Pupil Passports are in place.	Ensure pupils working significantly below age-related expectations can access learning and school life successfully.	Maintain a highly personalised curriculum for pupils requiring it. Provide targeted interventions. Adapt educational visits, enrichment activities and transition arrangements. Monitor progress against individual outcomes.	SENCO Class teachers TAs	Ongoing, reviewed termly	Pupils make progress towards personalised outcomes. Increased participation in classroom and wider school activities. Successful transition arrangements are in place.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strengthen partnership working with families and external agencies	Parents are involved in review meetings three times per year. School works closely with Lancashire County Council services, health professionals and other external agencies to support pupils' needs.	Short term: Maintain effective communication with families. Medium term: Increase stakeholder involvement in planning and reviewing provision. Long term: Sustain strong multi-agency working to improve outcomes for pupils.	Schedule regular review meetings. Seek parental feedback. Liaise with external agencies and implement recommendations. Monitor effectiveness of support arrangements.	SENCO Headteacher Class Teachers	Ongoing – termly reviews	Parents feel informed and involved. Recommendations from agencies are implemented. Positive outcomes are achieved for pupils.

Promote equality, understanding and acceptance of difference	PSHE, circle time, anti-bullying work and pastoral support promote inclusion and respect.	Short term: Increase pupils' understanding of individual differences, disabilities and additional needs through PSHE, assemblies and class discussions. Medium term: Develop consistent whole-school approaches that promote inclusion, challenge stereotypes and encourage positive attitudes towards diversity. Long term: Embed a culture where diversity is celebrated, all pupils feel valued and respected, and differences are	Deliver age-appropriate awareness activities around disability, communication differences and inclusion. Monitor incidents of bullying or discrimination and respond promptly. Celebrate diversity across the curriculum.	Equality and engagement lead SENCO Headteacher Class teachers	Ongoing throughout the academic year	Pupil voice demonstrates positive attitudes towards diversity. Reduced incidents of prejudice-based behaviour. Pupils with additional needs report feeling included, respected and represented within school life. Staff consistently promote inclusive practices.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		recognised as strengths within the school community.				

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
 - Equality information and objectives (public sector equality duty) statement for publication
 - Special educational needs (SEN) information report
 - SEND policy
 - Supporting pupils with medical conditions policy
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