ICKNIELD PRIMARY SCHOOL

ACCESSIBILITY PLAN

Statutory Policy
September 2026

Policy Background	
Author	Keely Nugent
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Version	Six
Reviewed	Yearly
Date of next Review	December 2026
Approval by	Governing Body
Audience	IPS Staff and Parents/Carers
Published	Staff Induction Pack School Website

Statement of Intent

We are committed to providing an accessible environment that values and includes all pupils, staff, parents, and visitors regardless of their educational, 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.

This plan outlines how Icknield Primary School aims to increase access to education for pupils with disabilities in the three key areas required by the planning duties in the Equality Act 2010:

1. **Curriculum**: Increasing the extent to which pupils with disabilities can participate.
2. **Physical Environment**: Improving the environment to enable pupils with disabilities to take full advantage of education, benefits, facilities, and services provided.
3. **Written Information**: Improving the availability and delivery of accessible information to disabled pupils, staff, and families.

Under the Equality Act 2010, a person is defined as having 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.

This definition encompasses a broad spectrum of needs, all of which are actively considered within our planning:

- Physical and mobility impairments.
- Visual, auditory, and sensory processing differences.
- Neurodivergent profiles (e.g., Autism, ADHD, Dyslexia) and speech, language, and communication needs.
- Mental health conditions, medical conditions, and fluctuating or progressive health needs.

1. Legal framework

This policy complies with all relevant legislation and statutory guidance, including:

- Equality Act 2010 & The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Children and Families Act 2014 & The Special Educational Needs and Disability Regulations 2014
- DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years
- DfE Guidance: Inclusive Education Estates (2026) (Incorporating updated acoustic, lighting, and physical environmental standards for mainstream and specialist provisions)
- Human Rights Act 1998, Education Act 1996, and Education and Inspections Act 2006

This plan operates alongside the SEN Policy, Equality, Equity, Diversity and Inclusion Policy, Health & Safety Policy, and Supporting Pupils with Medical Conditions Policy.

2. Roles and responsibilities

- **Governing Board**: Ensures accessibility planning complies with statutory duties, approves and monitors the plan, and oversees annual audits.
- **Headteacher**: Manages daily implementation, ensures staff awareness of pupil needs, consults external specialists where necessary, and collaborates with the LA.
- **SENDCO**: Oversee provision and targets for pupils with SEND/deafness, advise leadership, and monitor auxiliary aids (e.g., sound systems/microphones).
- **Staff Members**: Apply adaptive teaching, ensure classrooms/corridors are accessible, follow Personal Emergency Evacuation Plans (PEEPs), and eliminate barriers to participation.

3. The Accessibility Audit

The Accessibility Audit is the foundational assessment used to evaluate the school's facilities, culture, curriculum, and policies against statutory duties under Schedule 10 of the Equality Act 2010 and current DfE Inclusive Education Estates Guidance.

Audit Frequency & Governance

- **Frequency**: Conducted annually by the governing board, with a comprehensive physical and operational review completed every three years alongside the policy refresh cycle.
- **Responsibility**: Executed jointly by the Senior Leadership Team (SLT), Premises Team, SENDCO, with approval from the Governing Board.
- **Evidence Base**: Combines physical site walkthroughs, pupil/parent feedback, staff surveys, PEEP (Personal Emergency Evacuation Plan) reviews, and SEN data analysis.

4. Action Plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils
- Improve and maintain access to the physical environment

A. Access to the Curriculum

Target	Strategy	Outcome	Lead	Review & Timeline
Adaptive Teaching & Curriculum Scaffolding	High-quality CPD on adaptive teaching strategies and neurodiversity; strategic professional development objectives set annually.	All teachers effectively support disabled pupils; pupils achieve age-expected or bespoke targets.	Senior Leaders, Class Teachers	**Ongoing** *(Reviewed Termly)*
Inclusive Extra-Curricular Provision	Review all trips, clubs, and out-of-school providers to ensure complete inclusion and physical/sensory compliance.	100% participation of all pupils in school visits, clubs, and outdoor activities.	Class Teachers, Club Leaders, SENDCO	**Ongoing**

Target	Strategy	Outcome	Lead	Review & Timeline
Deaf Provision Technology Integration	Ensure learning spaces and halls feature FM/Roger microphone systems compatible with cochlear implants/hearing aids; routine technical maintenance.	Equal auditory access to assemblies, lessons, and events for deaf pupils and staff.	Senior Leaders, QTODs	**Ongoing** *(Audited Annually)*
Communication Support	Maintain fully trained communicators/BSL support for daily learning; arrange BSL interpreters for INSET and parent events.	Unhindered curriculum and professional development access for deaf pupils and staff.	Senior Leadership Team	**Ongoing**

B. Access to Written Information

Target	Strategy	Outcome	Lead	Review & Timeline
Alternative Formats for Pupils & Parents	Utilise local authority conversion services and digital software for braille, large print, audio, and simplified text formats.	Timely delivery of learning materials and school notices in preferred accessibility formats.	Office Team, Business Manager, SENDCO	**Ongoing**
Digital & Communication Accessibility	Ensure school website, digital newsletters, and parent portals comply with **WCAG 2.2 AA** accessibility standards; offer translated/accessible formats upon request.	Equitable access to all school notices, policies, and newsletters for all parents/carers.	Office Team, SLT	**Ongoing**

C. Access to the Physical Environment

Feature	Description & Current State	Planned Action	Lead	Target Date
Number of Storeys / Stairs	Main school is single-storey; 4 upstairs classrooms require stair access.	Maintain high-visibility stair edge markings; adjust year group room allocations as required for pupils/staff with mobility/visual needs.	Premises Staff, SLT	**Continual**
Corridors & Access Routes	Corridors are suitable width; internal steps exist due to site slope.	Keep clear of obstructions; review internal ramp options and high-contrast step highlighting.	Premises Staff, All Staff	**Daily / Continual**
Entrances & Reception	Main entrances have level access. Reception desk lowered to 800mm with knee-space.	Plan for an automatic external opening door at main reception when capital funding allows.	Premises Staff, Business Manager	**2026–2027 Capital Plan**
Disabled Parking & Toilets	Marked disabled parking bays. Unisex accessible toilet available in KS2.	Audit additional toilet adaptation spaces during upcoming refurbishment cycles.	Premises Staff	**Ongoing**
Emergency Escape / PEEPs	Visual and auditory alarm systems in place. Ground-floor ramps installed for classroom emergency egress.	Maintain clear escape routes; formulate and review Personal Emergency Evacuation Plans (PEEPs) termly for relevant pupils/staff.	Premises Staff, SENDCO	**Termly Review**

4. Current Good Practice

The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that: Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are well supported to learn the curriculum. Leaders identify needs accurately. They also provide staff with the guidance and training needed to plan effective learning activities for these pupils. Staff use leaders' guidance and provide the help these pupils need. Deaf pupils benefit from an effective blend of specialist provision and mainstream

education. While learning how to live happily as a deaf person, these pupils also receive the support they need to study the school's curriculum successfully.

Ofsted Inspection Report

March 2023