



Inkpen Primary School

Accessibility Policy

Date Created	January 2017
Date Modified & Agreed	December 2019 November 2022 November 2025
Revision Due	November 2028 (3 years)

Change History

Version	Date	Description
4	November 2025	Reviewed and updated to include our current accessibility plan

Linked Policies	Behaviour Policy Equality & Diversity Policy Health & Safety Policy SEND Policy School Development Plan Self-Evaluation Framework Equality Act 2010
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Signatures:

Headteacher:

FRANCES BUCK

Chair of Governors:

SUSAN R. SIM

Accessibility Policy

Accessibility policy & Accessibility Plan

Inkpen Primary aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions

The purpose of the Plan

The purpose of this plan is to show how Inkpen Primary School intends over time to increase accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an accessibility plan. The equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

What will the Accessibility plan do?

1 The Accessibility Plan is structured to complement and support the schools Equality and Diversity Policy and the SEND policy, both of which can be accessed via the schools website.

2 Inkpen Primary school is committed to providing an environment that enables full curriculum access 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 taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3 The Inkpen Primary school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school adding specialist facilities as necessary- this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

4 Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5 The Accessibility Plan should be read in conjunction with the following school policies strategies and documents:

- Behaviour Policy
- Equality & Diversity Policy
- Health & Safety Policy
- SEND Policy
- School Development Plan (SDP)
- Self-Evaluation Framework (SEF)

6 The Accessibility Plan will be published on the school website.

7 The Accessibility Plan will be monitored by the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.



Accessibility Plan

Access to the curriculum		
Target	Strategies	Responsibility
To ensure the school develops children's awareness of disability.	<ul style="list-style-type: none"> • PSHE curriculum and assembly programme is to be reviewed regularly to ensure awareness of disability • Review other areas of the curriculum e.g. P.E. • Ensure forest school curriculum considers the impact of a disability • Children are taught positively about diversity in our school and wider community and are valued for all strengths 	All staff
Ensure that all information used in teaching is presented in an appropriate format.	<ul style="list-style-type: none"> • Modify homework and worksheets –enlarge print, simplify language, use audio/ICT equipment. • Use appropriate language and taped/visual information in delivery if necessary. • Use Dual Coding to support pupils who may be neuro-diverse 	All staff
To ensure pupils have full access to trips and extra-curricular activities	<ul style="list-style-type: none"> • EVOLVE completed and Risk assessment prior to trips • Plan trips and activities with parents to ensure access • Provide support for pupils to ensure they can access out of hours activities 	All staff
To ensure staff are appropriately trained and ensure the appropriate use of specialised equipment to benefit individual pupils, groups and staff	<ul style="list-style-type: none"> • Ensure that staff are able to identify and support children with disabilities such as dyslexia, ADHD, diabetes etc. • Ensure TA's and support staff have access to specific training for the range of disability needs in our school. Ensure succession planning of support for children through TA and staff training. 	Headteacher SENCO All Staff

	<ul style="list-style-type: none"> • Ensure that all staff can differentiate the curriculum and are aware of SEND and specialised resources – e.g writing slopes, enlarged print, cushions etc. 	
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Improving the availability of accessible information		
Target	Strategies	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> • Ask parents/carers about access needs when a child is admitted to the school. • Ask parents/carers and children about access to information in review meetings • Information regarding SEND is available on our website • Range of communication methods used by school to contact parents such as text messaging and email 	Admin and teaching staff Headteacher SENCo All staff
To increase support for parents of children with a disability	<ul style="list-style-type: none"> • Ensure that the school prospectus/information explicitly welcomes children with SEND • Ensure all staff gather appropriate information before a child starts in school and shares with appropriate staff members (SENCO, HT) • Encourage parents of children with a disability to support their children’s education • Encourage parents of children with a disability to support their children’s education and are aware of support that is available through West Berkshire Services Guide and Local Offer 	Headteacher and Governors All staff

Improving the Environment of the School		
Target	Strategies	Responsibility
To provide appropriate access to all users – to be aware of the access needs of disabled children, staff, governors, parents and carers and visitors.	<ul style="list-style-type: none"> • Seek information on the needs of users and pupils • Ensure risk assessments are in place where required to support the needs of pupil and staff • Ensure PEEP’s (Personal Emergency Evacuation Plan) are written for individuals who may not be able to reach an ultimate place of safety 	All Staff SENCo

	<p>unaided or within a satisfactory period of time in the event of any emergency</p> <ul style="list-style-type: none"> • Maintain wheelchair access to the school and a wheelchair accessible toilet • Conduct and review classroom sensory audits to support neuro-diverse pupils 	
To improve signage	<ul style="list-style-type: none"> • Put up clear signs in the entrance and other areas – in different languages and formats • Ensure that all pupils understand fire notices • Clear signage for emergency exits and regular emergency evacuation and Lockdown drills in place (regular testing of alarm systems and Emergency Lighting) 	<p>Administration staff Headteacher WBC</p>