PDET

Towcester C of E Primary School

Accessibility Plan

Committee Person(s) Responsible:
Senior Leadership Team

Review Date: September 2026

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Role	Designated Person
Headteacher	Mrs Sally Beaton
Designated Lead	Mrs Sally Beaton
Date written and approved by governors	November 2026
Date to be reviewed	September 2029

Our Vision

'We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued, they can fly and take the values of the school out into the world.'

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

1. Aims

Towcester C of E Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is required under the *Equality Act 2010* to have an accessibility plan. The purpose of the plan is to:

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

Our Accessibility 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.

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

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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.

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.

4. Action plan

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

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
• To provide specialist equipment to promote participation in learning by all pupils • Focus on inclusive high quality teaching • Adapted and personalised curriculum for all pupils. • Tailoring resources to support access to the curriculum. • Curriculum resources to include examples of people with disabilities. • Review of the curriculum to ensure it is inclusive • Disability awareness training for staff and governors	Assessment of needs in each class and provide appropriate equipment Take advice form external agencies SEND Observations walks and feedback across school Meetings with subject leaders to discuss following years curriculum Purchase books which include characters with different disabilities. Input of curriculum drivers into the curriculum . Subject leaders to review subjects Ensure website is updated to ensure accessibility to documents/support	SENCO SLT and SENCO SENCO SENCO SLT SLT SLT SENCO/SLT	Ongoing Ongoing Ongoing Ongoing Ongoing January 2027 December 2026	The needs of all pupils are catered for to enable them to work as independently as possible in lessons. All pupils with SEN are fully included in lessons which are adapted to meet the pupil's needs. Where personalised curriculum targets are implemented, children may be withdrawn to work on individual targets. Books in all classes represent diverse groups of people and promote equality. Children with SEND are represented on leadership forums and engage in pupil voice. All staff are familiar with the SEND Code of Conduct and have

• Links to other policies • Access to statutory assessment	Regular assessment reviews based on individual needs to ensure changes in needs are met Children will be assessed in accordance with regular classroom practice; additional time, rest breaks, use of equipment etc. will be applied for as required following the STA (Standards and Testing Agency) guidelines. Assessment of classroom and hall Regular classroom practice, including extra time, readers 1:1 support, quiet areas	SENCO, Year group teachers	Ongoing Summer Term annually	training focused on equality and disability. Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
• Ensure that personal development and leadership opportunities are available to all pupils	Ensure school council and other pupil leadership opportunities are a fair and balanced representation of cohort	SLT, Staff	Ongoing	All pupils can access opportunities to undertake pupil leadership roles and responsibilities.
• Access to extra curricular activities, visits and trips.	A commitment to inclusion of all children in all events Teachers and Educational Visits Coordinator consider needs of specific children when choosing venues and activities	SENCO/EVC	Ongoing	All school provided trips, activities and visits are fully accessible to all pupils School provided extra curricular activities are accessible to all pupils

2. Improve and Maintain Access to the Physical Environment

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
Making environmental adaptations to the needs of pupils as required. This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Access to specific area of the building • Access to outdoor areas • Emergency exits and evacuation procedures.	Develop The olive Branch and the Ark as therapeutic classroom spaces with flexible and comfortable seating and sensory friendly lighting and display. All emergency exits to remain clear of obstruction and accessible for those needing specialist mobility equipment. Plan to assess in Fire and Emergency Drills Review location of Disabled toilets in KS2 building to a more central and accessible location, include a wet room within the space to enable changing. Disabled toilet in KS2 building to be clearly signposted and route to it clear and accessible to children and adults with different disabilities	SENCO Learning Mentor Site Team All Year Group Teams HT, Site Team HT, Site Team	December 2026 Ongoing September 2026 September 2026	School site is fully accessible to pupils with additional sensory and emotional needs. Schools site provides appropriate spaces to support the needs of all pupils Risk assessments show that all required risk reduction and safety measures are in place. Signage and safety information is regularly checked and updated as appropriate to changing needs by the SENCO. Disabled toilets are well signed and accessible to pupils, staff and visitors when needed.

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
Developing the use of a range of communication methods to ensure information is accessible. This includes: • *Internal signage* • *Large print resources* • *Braille* • *Induction loops* • *Pictorial or symbolic representations.*	Regular reviews of the needs of the community to ensure that measures are in place to support accessibility for all stakeholders Visual timetables to be established using communication in print Communication in print to be used to produce learning support materials and signage where needed Visual systems to be available on SEN folder of the google drive All internal signage to be monitored to ensure that it meets the needs of our community Large exercise books to be available for pupils if required Large print letters to be available on request – note on letters/website Ensure school website is accessible to all, containing relevant information	SENCO Communication in print resource SENCO training Year Group teams Year Group teams, Admin Team SENCO SENCO, Admin Team, Site Team SENCO Year Group Teams Admin Team Admin Team, SLT	Ongoing, termly Ongoing termly Ongoing termly Ongoing, termly Ongoing Ongoing Ongoing	School awareness of community members with a disability that requires accessibility measures All classrooms have clear visual timetables for access by all children SENCO identifies which pupils need adapted resources and SEN assistants ensure that resources are age appropriate and user friendly. Large print resources and communication is available for pupils and staff. All stakeholders can access relevant information through the school website

	Ensure that all parents who are unable to attend school, because of a disability, can access parents' evening. Phonak Roger Training for staff to support pupils in school with hearing impairments. Roger used in whole school settings to enable all children to access collective worship and other whole school events	Staff hold phone consultations or send home written information. (Class teachers and SEND) SENCO to coordinate staff training from the Teachers for the Deaf Team Class teachers, SENCO	Ongoing Ongoing	All parents are informed of their children's progress Hearing impaired children can access all school lessons, events and activities