Accessibility Plan

2026-2029

Status	Current
Maintenance	Quality of Provision
Approval	Quality of Provision
Date Active	31st August 2026
Review Date	31st August 2029
Signed by	Mrs E Hodge (Headteacher) – 31/08/2026
	Mrs K Edern (Chair of Governors) – 31/08/2026

Purpose

- To set out our statutory duties and our commitment to improving access for disabled pupils, staff, parents/carers and visitors in line with the Equality Act 2010 and subsequent guidance.
- To describe the actions we will take to:
    - increase the extent to which disabled pupils can participate in the school's curriculum;
    - improve the physical environment of the school to increase the extent to which disabled pupils can access education, benefits, facilities or services offered by the school; and
    - improve the delivery of information to the whole school community.
- To ensure that accessibility is embedded in whole-school planning, resource allocation and quality improvement, in line with good practice and OFSTED expectations.

Scope

This policy applies to:

- All pupils (including those in Reception/EYFS through Year 6).
- All staff (teaching and non-teaching), governors and volunteers.
- Parents, carers and visitors to the school site.
- Contractors and partner agencies working on site or with pupils.
- Wraparound care units (including Breakfast Club and After School Club)

Legal and policy context

- This Accessibility Plan fulfils statutory duties under:
    - The Equality Act 2010 (Schedule 10: Accessibility for disabled pupils)
    - The Special Educational Needs and Disability Regulations 2014 (as applicable)
    - The School Admissions Code
    - The Department for Education guidance on accessibility and reasonable adjustments
    - Relevant exam board guidance on access arrangements

Inspections may review the preparation, publication, review and implementation of this plan under the Education Act.
The plan should also be read in conjunction with the SEND Policy, Equality Policy and Health & Safety Policy.

Principles and commitments

We are committed to:

- Eliminating unlawful discrimination, harassment and victimisation of disabled people.
- Promoting equality of opportunity between disabled and non-disabled pupils.
- Ensuring disabled pupils can participate fully in the school community.
- Making reasonable adjustments for disabled pupils, staff, parents and visitors.
- Consulting with pupils, parents/carers, staff and external specialists in planning and review.
- Allocating adequate resources to implement the plan.

Definitions

- Disability: as defined in the Equality Act 2010 — *a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*
- Reasonable adjustments: actions the school will take to reduce or remove disadvantages experienced by disabled pupils, staff or visitors.

Roles and responsibilities

- Governing Board:
    - Approve and monitor the Accessibility Plan.
    - Ensure adequate resources are allocated for implementation.
    - Ensure the plan is kept under review and revised as necessary.
    - Make the Accessibility Plan available for inspection on request.

- Headteacher / Senior Leadership Team (SLT):
    - Lead and co-ordinate the development, implementation and monitoring of the Accessibility Plan.
    - Ensure curriculum leaders and subject coordinators understand their role in accessibility.
    - Ensure staff training needs are identified and met.

- Special Educational Needs and Disabilities Coordinator (SENDCo):
    - Maintain information on pupils with SEND and specific access needs.
    - Recommend reasonable adjustments and provision.
    - Work with teachers and support staff to ensure effective access to learning and the environment.
    - Lead liaison with external agencies (e.g., occupational therapists, specialist teachers).

- Site manager / Business Manager:

    - Implement physical adaptations and maintenance to the site to improve access.
    - Co-ordinate contractors and ensure compliance with health & safety and building regulations.

- Class teachers and support staff:
    - Plan and deliver inclusive lessons and make day-to-day reasonable adjustments.
    - Identify curriculum barriers and report needs to SLT and/or the SENDCo.
    - Keep records of adaptations and individual pupil access arrangements where appropriate.

- Pupils, parents and carers:

    - Contribute to planning and review through consultations, surveys and meetings.
    - Notify the school of access or support needs so the school can plan reasonable adjustments.

- External agencies:
    - Provide specialist assessment, advice, equipment and training as required.

Current Good Practice

At Devonshire Road Primary School, we are already implementing the following elements of inclusive practice to ensure that everyone that is covered within the scope of this policy:

- Achieving the Gold Standard for the Equality Mark in 2026
- Termly health and safety walks conducted with link governor, site manager and Business Manager.
- Accessible reception area (with lowered counter and hearing loops installed)
- Ramps to increase access to whole-school environment (including classrooms and internal rooms)
- Whole-school sensory space to be used as appropriate
- Visual supports and predictable timetables visible in all classrooms
- Muted tones for classroom and corridor displays
- Use of coloured paper/overlays/tinted screens to support those who need it
- Targeted CPD provided for all staff on speech and language, ACEs, Blank Level Questioning, PACE approach, etc.
- External agency involvement and close-working relationships with these (such as The Nest Therapy, Bloom Wellbeing NW, school nurse, Start Well)
- Access arrangements embedded for children who require these
- Selected interventions to support curriculum access
- Joint Attention sessions delivered to those who require it
- Accessible website with installed 'UserWay' tools to comply with the Web Content Accessibility Guidelines (WCAG) 2.1, at Level AA.

- Adaptation of school and packed lunch menus so pupils with food allergies, religious or cultural dietary needs can safely eat with their peers.
- Manage medication safely on site (prescribed and emergency medicines)- further details are available in our Managing Medication in School Policy.

Devonshire Road Accessibility Plan (2026-2029)

1. Improving access to and participation within the curriculum				
Objective	**Actions**	**Staff responsible**	**Timescale**	**Success criteria**
Ensure that the SEND/medical register is updated and current	• Ensure SEND register reflects current pupils being supported • Add relevant notes regarding pupils with SEND/medical needs are added in a timely manner to CPOMS • Liaise closely with parents/carers and external agencies to ensure we receive up-to-date reports. • Regular meetings between SENDCO and HT/SLT to ensure register is up-to-date. • Ensure that Individual Healthcare Plans are reviewed regularly and as and when circumstances change • Ensure Allergy Action Plans are in place and current where required.	SENDCO Administration Team	Half-termly	• 100% of children requiring additional support will be appropriately identified on the SEND register (where appropriate) and through IHPs and Allergy Action Plans.
Ensure all pupils, including those with SEND, EAL and medical needs, can access a broad and balanced curriculum	• Audit curriculum areas alongside subject leaders to identify barriers in each subject • Provide CPD for teachers on inclusive pedagogy, scaffolded instruction, focusing on each specific subject area (where needed and appropriate) • Monitor and report on progress and attainment of pupils within vulnerable groups, and, those with individual plans and adjust provision • Conduct learning walks to monitor the quality and delivery of teaching and learning, and provide feedback to staff.	SENDCO Curriculum Lead SLT	Termly	• The attainment/ progress gap reported is reduced each academic year Staff report increased confidence in delivering inclusive lessons
Liaise effectively with nursery providers to provide high-quality, effective transition	• Work within the current transition procedures within the EYFS policy, adhering to timelines and frameworks	DHT EYFS Lead SENDCO	March-September each year	• 100% of new starters will have appropriate transition information

	within it to ensure all families feel welcomed to the school community. • Identify pupils who may need additional transition support and work with families/external agencies to support students in to school. • Continue to work with local council Start Well to identify children at risk as early as possible.			shared with all staff within EYFS team • Children identified for additional transition will show measurable improvements in school-readiness within the first term. • Parental satisfaction rates will show 80% positive response rate to feeling welcomed to school.
Ensure educational visits are accessible to all	• Conduct pre-visits (or alternatives) to ensure sites are accessible and appropriate • Ensure reasonable adjustments are in place for the visits that mirror provision in school • Share information with all members of the visit to ensure everyone is aware of the children's needs and adaptations to be made.	SENDCO SLT	As required	• No scheduled visit to be inaccessible to any student • 80% of parents and carers to report positively on access to enrichment.
Ensure children are appropriately assessed at the correct stage for their development	• Provide CPD on children working at pre-key stage standards and how to effectively assess the children working at this standard. • Consider the use of alternative assessment methods for children working on the Engagement Model, and provide appropriate CPD on this. • Liaise with other professionals around the most effective methods of assessing against adaptations for the curriculum. • Consider access arrangements for children who would benefit from them in assessments	SENDCO SLT Class teachers	Termly (and ongoing)	• 100% of pupils working below their appropriate key stage have an agreed assessment approach • 90% of staff will report feeling confident in assessing pre-key stage / Engagement Model (where appropriate) • All pupils requiring accessibility arrangements have these provided within the guidance stated by the STA.

Ensure appropriate and specialised equipment is used to benefit individual pupils where necessary.	• Audit the need of individual pupils and identify individual resources that are needed. • Provide resources to children to support with specific learning difficulties appropriate to each child (could include, but not limited to, coloured overlays, sloped writing boards, etc.)	SENDCO	Termly (or earlier, if required)	• At least 80% of pupils, when asked, state they feel they get the correct equipment to help them learn • The attainment/ progress gap reported is reduced each academic year
Tailor interventions to the needs of the pupils to ensure children are making progress in targeted areas.	• Review current intervention success rate and adapt where necessary. • Plan interventions around assessment data, identifying gaps to close • Strategically identify staff to deliver interventions to optimise outcomes • Track intervention success and continue to adapt • Utilise educational research to ensure appropriate interventions are being delivered in-line with accurate assessment opportunities.	SENDCO SLT Class teachers	Half-termly (or earlier, if required)	• At least 80% of pupils in targeted interventions will make expected (or better) progress in relevant areas • The attainment/ progress gap reported is reduced each academic year
For all children to feel represented and visible within the school curriculum.	• Resources will reflect the context of our school's intake • Subject leaders will continue to review and reflect on key individuals studied within their curriculum area	Curriculum Lead Subject leaders	Annually	• Pupils will state that they feel represented in their curriculum studies in pupil-based surveys.
Continue regular, effective communication around identified need and potential support to be put in place.	• Hold termly reviews with class teachers and SENDCO • Consider access arrangements for children who would benefit from them in assessments	SENDCO Class teachers	Termly	• All pupils requiring accessibility arrangements have these provided within the guidance stated by the STA. • Termly reports produced and provided to SLT to analyse, with actionable targets for named individuals.

Provide appropriate access to enrichment activities to ensure all children have access to these opportunities.	• Ensure all clubs, workshops and educational visits are open to all students • Provide additional staffing to clubs and opportunities to ensure children can access the content • Track enrichment participation for children in vulnerable groups and assess the offer accordingly.	SENDCO SLT	Termly	• No scheduled club to be inaccessible to any student • 80% of parents and carers to report positively on access to enrichment.

2. Improving access to the physical environment				
Objective	**Actions**	**Staff responsible**	**Timescale**	**Success criteria**
Improve access to all areas used by pupils, staff and visitors so reasonable adjustments are in place	• Complete an accessibility audit (internal and external) identifying ramps, door widths, handrails, lighting, acoustic considerations, accessible toilets, changing facilities and safe evacuation routes. • Prioritise and schedule works (short, medium and long-term) and allocate budget. • Consider allocating clear drop-off zones and safe pedestrian routes (in liaison with Bolton Council) • Ensure playgrounds and outdoor learning areas are accessible. • Consider furniture, classroom layouts and assistive technologies (height-adjustable desks, specialist chairs).	Site Manager SBM	Termly	• Completion of actions in the physical works schedule within timescales. • Positive feedback from pupils, parents and staff about access to the site
Ensure that all access needs for members of the school community are known and catered for appropriately	• Carry out individual risk assessments for members of the school community where appropriate • Embed process during recruitment and induction procedures • Include declaration of parental needs within the school's data collection process.	SENDCO SLT Administration Team	Ongoing	• 100% of known access needs are recorded, with relevant risk assessments produced • All recruitment processes will include a question around access needs / reasonable adjustments
Ensure evacuation can be done safely and in-line with individual needs	• Ensure anyone who needs a PEEP has a current, updated version which is known and understood by relevant staff in case of emergency. • Upload PEEPs to CPOMS as a central point of storage, as well as securely on the school's system. • Ensure fire escape routes are suitable for all.	SENDCO Site Manager SBM	Ongoing At least termly reviews of PEEPS.	• 100% of the community who require a PEEP have a current, signed copy • All staff to know who requires a PEEP in their class/ department • All evacuation routes deemed suitable for identified mobility and

				sensory needs, with mitigations in place for those deemed inappropriate. • Termly report provided to governors to show drill outcomes, with PEEPS reported on, too.
Provide appropriate break-out space for children who require this space appropriate to their need.	• Review the internal rooms within the school and adapt where necessary. • Identify appropriate intervention spaces and ensure these are protected wherever possible. • Relocate 'sensory room' to provide a clearer space with natural light.	SLT Site Manager SBM SENDCO	Before start of academic year	• Rooms will be utilised more appropriately and regularly, providing more space for children who need it. • Children using the sensory room will report increased positivity within 2 terms of using it.
Ensure access for all children at Wraparound Care, with reasonable adjustments made for those attending	• Audit the children in attendance at the Wraparound Care clubs and liaise with parents/carers. • Consider risk assessments to be put in place where needed. • Consider additional staffing if required for children who need more personalised support.	SLT SBM	Ongoing	• At least 80% of parents and carers report positive responses to access to Wraparound Care. • Monitoring shows no 'exclusion' from Wraparound activities due to lack of reasonable adjustments. • All those in need of additional support/ adjustments will have a written risk assessment in place, or, a clear documented plan.

3. Improving access and delivery of information				
Objective	**Actions**	**Staff responsible**	**Timescale**	**Success criteria**
Ensure information normally provided in writing is available to all pupils and parents in accessible formats in a reasonable time and taking account of preferences	• Create an accessible communications protocol: formats (large print, braille, audio, coloured overlays), translation and interpreter provision for EAL families, simplified summaries. • Consider adapting web-based content to continue to meet WCAG accessibility standards. • Consider staff training for inclusive communication — how to prepare information in alternative formats and how to work with translators, BSL interpreters or communication aids. • Provide meeting and event access: accessible venues, accessible meeting materials, advanced notice for families requesting adjustments. • Ensure statutory documents (policies, SEND plans, accessibility plan) are available on request and in accessible formats. • Continue to implement open-door policy • Continue to hold regular parent/carer evenings and school-based events • Consider the use of translators via staff members to communicate more effectively with some members of the community.	HT SENDCO Administration Team DHT Computing Lead		• 100% of reasonable requests for alternative formats are fulfilled within 10 school days • For all school-run parent events, at least 85% of families requesting an adjustment receive the requested adjustment when notice is given at least 10 school days in advance
Ensure visual communication aids are used consistently and effectively	• Continue to purchase Widgit to improve visual communication. • Continue to utilise Widgit symbols for visual timetables, and, as our main source of visual communication.	SENDCO		• 80% of children communicate positive responses around the use of Widgit symbols

	• Provide CPD for all staff (where appropriate) about how to use Widgit most effectively.			• 80% of staff report increased positivity in using Widgit resource.

Monitoring, evaluation and review

- The Accessibility Plan is a working document and will be:
    - Reviewed annually by the SLT and the governing body (or sooner if required).
    - Updated to reflect outcomes from audits, feedback and changes in legislation or school context.
    - Monitored by the SENDCo (for individual pupil access) and the Business Manager/Site Manager (for physical works).
    - Evaluated using success measures set for each objective and by gathering qualitative feedback from pupils, parents and staff.
- Reporting:
    - Annual report on accessibility progress to governors through relevant committee meetings.
    - Key updates will be shared with parents via newsletters and published on the school website.

Individual access arrangements and plans

- For pupils with identified needs the school will:
    - Maintain individual accessibility or care plans (e.g., Individual Healthcare Plans, personalised risk assessments, exam access arrangements).
    - Review these plans termly and at key transition points
    - Ensure staff working with the pupil have access to, and training on, the plan.

Risk assessment, safety and emergency planning

- The school will:
    - Include disabled pupils, staff and visitors in all health & safety planning and risk assessments.
    - Ensure evacuation plans include personal emergency evacuation plans (PEEPs) for those who need them.
    - Provide staff training for evacuation assistance and the use of evacuation equipment.

Links with other policies

- This Accessibility Plan is linked with and should be read alongside:
    - Equality Policy and Objectives
    - SEND Policy and Local Offer
    - Health, Safety and Wellbeing Policy
    - Supporting Pupils with Medical Conditions Policy
    - Behaviour Policy

- Anti-bullying Policy
- Admissions Policy
- Data Protection Policy (for secure handling of sensitive access needs)
- Transition Policy