



2026-2029

Accessibility Plan

Approved by the Governing Body: **Proposed: September 2026** (updated)

Date of next review: **September 2029**

Head Teacher: Mrs Jane Smethurst

Chair of Governing Body: Mrs Misia Barclay

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 provides protection from unlawful discrimination, harassment and victimisation in relation to protected characteristics. The school will meet its duties towards pupils, staff and other members of the school community, including the duty to make reasonable adjustments for disabled pupils and the Public Sector Equality Duty under section 149.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Governing Body is responsible for ensuring this plan is prepared, implemented, kept under review and appropriately resourced. The school will seek advice from Lancashire County Council and specialist services as appropriate; this does not replace the Governing Body's statutory responsibilities.

At Kirkham and Wesham Primary School our values reflect our commitment to a school where there are high expectations for all. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action to meet the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. Our 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 disabilities, including physical, sensory, cognitive and mental health impairments where these meet the statutory definition of disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the non-disabled pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Our Accessibility Plan relates to the key aspects of physical environment, curriculum, written information and digital access. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The school will consider reasonable adjustments, including auxiliary aids and services, under sections 20 and 85 of the Equality Act 2010, alongside its anticipatory accessibility planning duties under Schedule 10. We will consult disabled pupils and their families when identifying barriers and planning appropriate changes.

This Accessibility Plan will be published on the school website. It will be monitored through Full Governing Body with the Finance and Buildings committee leading this area.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Increase Access to the Curriculum

Focus	Required Action	Timescale	Success criteria
Ensure high-quality adaptive teaching for all pupils with SEND	Learning walks focusing on adaptive teaching and classroom inclusion. Provide staff training on SEND strategies.	Ongoing	Evidence of adaptive teaching seen across all classrooms. Staff confidence increases.
Strengthen graduated approach	Termly reviews of provision maps and interventions. Monitor impact of interventions.	Termly	SEND provision matched to need and demonstrates measurable impact.
Promote inclusion in wider curriculum activities	Review participation in clubs, trips and enrichment opportunities. Make reasonable adjustments where needed.	Termly	Increased SEND participation in extracurricular activities.
Improve communication support	Continue development of visual supports, social stories, Zones of Regulation and communication-friendly classrooms.	Ongoing	Children requiring additional communication support access learning successfully.

Improve the Physical Environment

Focus	Required Action	Timescale	Success criteria
Ensure classrooms remain accessible	Annual audit of learning environments and accessibility needs.	Annually	Classrooms are accessible and organised to meet individual needs.
Meet sensory and regulation needs of pupils	Develop sensory resources and designated regulation spaces where required.	Ongoing	Pupils can access appropriate sensory support.
Improve accessibility of school environment	Review signage, lighting, acoustics and physical access routes.	Ongoing	Identified barriers addressed wherever practicable.

Support pupils with medical and physical disabilities	Ensure specialist equipment is maintained and staff trained.	Ongoing	Pupils safely access all aspects of school life.
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Improve Access to Information

Target	Actions	Timescale	Success Criteria
Ensure information is available in accessible formats	Provide information in alternative formats on request.	Ongoing	Parents can access information in preferred format
Develop accessible website information	Review website content and accessibility annually	Annually	Website meets accessibility requirements and information is current.
Improve communication with parents of SEND pupils	Regular review meetings and clear reporting procedures.	Termly	Parents feel informed and involved.
Promote pupil voice	Use pupil interviews and SEND reviews to gather views.	Termly	Pupils contribute to decisions about their support.
Increase use of accessible communication methods	Use visual communication and digital platforms where appropriate	Ongoing	Improved communication with families and pupils

Monitoring Arrangements

The Accessibility Plan will be:

- Reviewed annually by the SENDCo and Headteacher.
- Evaluated through learning walks, pupil voice, parental feedback and provision reviews.
- Reported to the Governing Body annually.
- Updated in response to changing school needs and pupil cohorts.

Success Measures

By 2029 the school will demonstrate:

- High levels of participation of SEND and disabled pupils in all aspects of school life.
- Strong adaptive teaching across the curriculum.
- An accessible learning environment.
- Positive feedback from pupils, parents and external professionals.
- Compliance with Equality Act 2010 accessibility requirements.

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 and Disabilities (SEND) Information Report

Implementation, accountability and evidence schedule

This schedule supplements the three action tables above. It identifies operational leads, potential resources and review evidence. Actions remain subject to individual needs, the annual accessibility audit and Governing Body approval. No funding commitment is implied until agreed.

Increasing access to the curriculum

Existing action	Responsible adults	Resources to consider	Review / evidence
Adaptive teaching	Alison Culshaw (SENDCo); Joan Scott (Curriculum Lead)	Staff CPD, accessible teaching materials, release time	Termly learning walks; adapted planning; pupil work and feedback
Graduated approach	Alison Culshaw; class teachers	Provision review time; specialist advice where required	Termly provision reviews and evidenced pupil outcomes
Wider curriculum participation	Joan Scott; Alison Culshaw; class teachers	Trip/club adjustments, transport or support where required	Termly participation checks and pupil/family feedback
Communication support	Alison Culshaw; class teachers	Visual supports, communication aids, training	Termly pupil and parent feedback; observation of access

Improving the physical environment

Existing action	Responsible adults	Resources to consider	Review / evidence
Classroom accessibility	Jane Smethurst; Alison Culshaw; premises team	Annual audit time; furniture/adaptations as agreed	Annual audit, recorded barriers and completed actions
Sensory and regulation needs	Alison Culshaw; class teachers	Sensory equipment and appropriate spaces as needed	Termly pupil reviews and evidence of effective access
Signage, lighting, acoustics and routes	Jane Smethurst; premises team	Site surveys and costed improvement proposals	Annual premises audit; completion dates and checks
Medical and physical access	Jane Smethurst; Alison Culshaw; relevant staff	Specialist equipment, maintenance and training	Individual healthcare/access plans and equipment checks

Improving access to information

Existing action	Responsible adults	Resources to consider	Review / evidence
Alternative formats	School office; Alison Culshaw	Large print, accessible digital formats, translation or interpretation where needed	Requests and response times; family feedback
Website accessibility	Jane Smethurst; designated website administrator	Website audit and remedial work as required	Annual accessibility check and action log
Communication with families	Alison Culshaw; class teachers	Review meetings, interpreters and accessible channels as needed	Termly reviews and family feedback
Pupil voice	Alison Culshaw; class teachers	Accessible consultation methods	Termly pupil views and resulting actions
Accessible digital communication	Jane Smethurst; school office	Accessible templates and platform support	Annual communications review; feedback and improvements

Monitoring and governance

- The SENDCo and Headteacher will review progress annually, with a summary and any proposed resource commitments reported to the Governing Body.
- The plan will also be reviewed earlier where a new or significant accessibility barrier is identified or a pupil's needs change.
- The school will retain a dated accessibility audit, an action log (barrier, adjustment, owner, target date, resources, outcome), and evidence of consultation with pupils and families.
- The plan should be published on the school website following formal governor approval. The separate Equality Information and Objectives statement and SEND Information Report should be maintained and linked.