

ACCESSIBILITY PLAN

2026–2029

Lancaster Lane Primary and Pre-School



"Everyone in our school is unique and valued."

Plan period	2026–2029
Approved by	Linsey Hankin (HT) and Governing Body
Date approved	September 2026
Review date	Annually; next review date to be confirmed and detailed below

1. Purpose and aims

Lancaster Lane Primary and Pre-School is committed to providing an inclusive environment in which all pupils can participate, make progress and feel that they belong. This Accessibility Plan sets out how the school will continue to improve access for disabled pupils and pupils with additional needs over the period 2026–2029.

The plan should be read alongside the school's SEND Information Report, Teaching and Learning Policy, safeguarding procedures, behaviour policy and relevant health and safety arrangements. It is a working document: provision and priorities will be reviewed as pupils' needs, the school environment and available resources change.

The plan focuses on three areas

- Increasing access to the curriculum so that disabled pupils and pupils with additional needs can participate fully in learning and school life.
- Improving the physical environment of the school to increase access and participation.
- Improving the delivery of information so that it is accessible to pupils and families with different communication, sensory, language and learning needs.

Our principles

- Maintain high expectations and provide access to the same ambitious curriculum wherever possible.
- Identify and reduce barriers through adaptive teaching, reasonable adjustments and appropriate support, rather than unnecessarily reducing curriculum entitlement.
- Plan ahead with pupils, families and relevant professionals where individual needs require additional arrangements.
- Promote dignity, independence, safety, belonging and participation.
- Review the effectiveness of adjustments and adapt provision in response to evidence and feedback.

2. Statutory context and responsibilities

The school prepares this plan with regard to its duties under the Equality Act 2010 and the relevant education and accessibility requirements in England. The plan is intended to support the school's ongoing work to anticipate and remove barriers to access. It does not replace the school's responsibility to consider and implement reasonable adjustments for individual pupils when required.

The headteacher and senior leadership team oversee implementation. The SENCO, subject leaders, class teachers, support staff, site team and governors contribute according to their roles. Parents and carers, pupils and relevant external professionals are consulted where appropriate.

The plan will be reviewed at least annually. Actions may be amended in response to audits, pupil and family feedback, changes in the school population, incidents, building works or updated guidance.

3. Current provision and accessibility arrangements

3.1 Curriculum access

The school aims to enable all pupils to access a broad, balanced and ambitious curriculum. Teachers use adaptive teaching and reasonable adjustments to support participation and progress. Approaches are selected in response to pupils' needs and may include:

- clear modelling, explicit instruction, purposeful questioning and consistent lesson structures, including "I do, we do, you do" where appropriate;
- pre-teaching and revisiting key vocabulary, concepts and prior learning;
- visual supports, symbols, photographs, videos, concrete and practical resources, worked examples and vocabulary mats;
- chunked instructions, checklists, scaffolding, additional processing time and checks for understanding;

- alternative ways to record or communicate understanding, including oral responses, practical outcomes or assistive technology where appropriate;
- adapted or specialist equipment, modified materials and accessible resources;
- adult support, peer collaboration, targeted interventions and individualised strategies where needed;
- advance consideration of access and safety for practical lessons, PE, fieldwork, visits, performances and other enrichment opportunities.

Provision is reviewed through assessment, observation, pupil progress discussions and communication with pupils and families. Adjustments are intended to support access to learning while encouraging independence and maintaining appropriate challenge.

3.2 Physical environment

The school considers access to and movement around the premises when planning day-to-day activities and responding to individual needs. The following arrangements should be checked and updated through routine site reviews:

- Entrances and routes: keep access routes clear and consider the most suitable entrance, route and room for pupils or visitors with mobility needs.
- Internal space: arrange classrooms and shared areas to support safe movement, visibility, participation and access to resources; consider seating, furniture layout and quieter spaces where needed.
- Toilets and personal care: identify accessible toilet and changing arrangements appropriate to the needs of pupils and visitors, maintaining dignity, privacy and agreed care procedures.
- Outdoor areas: consider access to the playground, field and other outdoor learning spaces; plan adjustments to routes, activities or equipment where required.
- Emergency arrangements: complete and review individual Personal Emergency Evacuation Plans (PEEPs) where a pupil, staff member or visitor may need assistance to evacuate safely. Ensure relevant staff know their responsibilities.
- Sensory and regulation needs: consider noise, lighting, visual clutter, transitions and access to regulation spaces or movement breaks where appropriate.
- Equipment and maintenance: report access-related repairs or hazards promptly and include accessibility considerations when purchasing equipment or planning changes to rooms and facilities.

Individual arrangements may be needed depending on a pupil's circumstances. The school will work with the pupil, family and relevant professionals to identify practical and safe adjustments. Any building-related changes remain subject to feasibility, resources, health and safety requirements and the appropriate approval process.

3.3 Access to information and communication

The school aims to communicate with pupils and families in ways that are clear, respectful and accessible. Depending on need, this may include:

- using plain language, clear formatting and concise instructions;
- providing visual supports, symbols, photographs, diagrams or demonstrations to reinforce spoken and written information;
- sharing key information in advance to support preparation for changes, transitions, trips or events;
- using interpreters, translation or alternative communication arrangements where reasonably required and available;
- offering accessible ways for families to contact the school and discuss a pupil's needs;
- checking understanding and allowing appropriate time for pupils and families to process and respond;
- using assistive technology or alternative formats where appropriate.

Families are encouraged to tell the school about communication or information needs so that appropriate arrangements can be discussed.

4. Subject-specific curriculum access

The following statements describe approaches used across subjects to support access, participation and progress. Strategies are selected according to individual pupils' needs and the learning objectives. They do not form an exhaustive list; staff may make further reasonable adjustments where required.

Art

At Lancaster Lane, Art and Design is recognised as an inclusive means of creative expression, enabling pupils to communicate ideas, observations and experiences in ways that may extend beyond language. Individual and collaborative experiences support confidence, self-esteem and personal identity. The curriculum offers progression through drawing, painting, sculpture, printmaking and collage, alongside opportunities to explore artists, craft makers, designers and architects.

Teaching is responsive and reflective. Scaffolding and co-construction help pupils make choices, experiment and direct their own creative outcomes. Pre- and post-unit tasks help identify prior knowledge and next steps. Vocabulary is supported through pre-teaching, targeted group work and visual vocabulary mats, with terminology revisited over time. Videos, photographs, books and real examples of artwork make concepts accessible. Sensory resources, adapted tools, visual supports, assistive technology and modified materials are used where appropriate. Staff observe engagement and outcomes, provide feedback and adapt resources, environments and approaches as needed.

Computing

The school aims for every child to access the same ambitious Computing curriculum, regardless of ability, background or language needs, including pupils with SEND and pupils who speak English as an additional language.

Technology's flexibility is used to support access, including assistive technologies, tailored software and adaptive approaches where appropriate.

Teachers use modelling, purposeful questioning, collaborative learning, explicit vocabulary teaching and an "I do, we do, you do" approach. All adults in class contribute to supporting participation. Online safety is taught and supported through the school's safeguarding arrangements, with attention to pupils who may be more vulnerable online or have limited support networks outside school.

Design and Technology (DT)

DT is taught inclusively so that pupils can access, engage with and succeed in practical and creative learning.

Teachers use adaptive teaching to provide support and challenge while maintaining high expectations. Barriers are addressed through planned adaptations rather than an unnecessarily reduced curriculum. Strategies may include pre-teaching key vocabulary, using images and videos, providing adapted equipment, offering templates or stencils to help pupils begin tasks, recapping previous learning and addressing misconceptions. Practical activities are planned with pupils' physical, sensory and communication needs in mind.

English

Teachers use adaptive teaching to provide appropriate support and challenge while maintaining high expectations. Barriers are addressed through planned adaptations, flexible teaching and appropriate support. Strategies may include pre-teaching vocabulary, images and videos, Widget symbols, phonics sound mats, texts at an appropriate level of complexity, chunked learning steps, checklists, recaps of prior learning and opportunities to address misconceptions. A consistent lesson structure, including the "I-model" approach where used, provides familiarity and routine and supports transitions within and between lessons.

Geography

Geography teaching uses modelling, purposeful questioning, collaborative learning and explicit vocabulary teaching. Meaningful contexts and the local area are used wherever possible. In keeping with the school ethos that everyone is unique and valued, lessons are adapted through reasonable adjustments and inclusive teaching approaches.

Pupils with SEND are supported to access the same ambitious curriculum through personalised provision. Strategies may include visual supports, practical resources, adapted or enlarged maps, pre-teaching vocabulary, scaffolding,

additional processing time and revisiting prior learning. Teachers model geographical concepts and explicitly teach subject-specific vocabulary. Practical enquiry, discussion, fieldwork and real-life experiences are planned with communication, sensory and physical needs in mind. Adjustments may include adapted routes, sensory considerations, adult support, technology and alternative recording methods. Retrieval, questioning and collaborative learning help pupils retain and apply knowledge over time.

History

History is taught inclusively so that all pupils can access, engage with and succeed in the subject. Teachers adapt teaching to provide support and challenge while maintaining high expectations. Strategies may include pre-teaching vocabulary, images and videos, texts with appropriate levels of complexity, recaps of previous learning and opportunities to address misconceptions. These approaches promote inclusion, engagement and achievement without unnecessarily reducing curriculum entitlement.

The curriculum includes the study of the transatlantic slave trade to broaden pupils' understanding of diversity, equality and inclusion, and to expose pupils to a range of cultures, experiences and historical perspectives, including injustices faced by different communities.

Mathematics

The school aims for every child to reach their potential in Mathematics while accessing the same ambitious curriculum, regardless of ability, background or language needs. Leaders and teachers work collaboratively to support participation through explicit modelling, purposeful questioning, collaborative learning and deliberate teaching of mathematical vocabulary. The "I do, we do, you do" approach supports confidence and independence.

All classroom adults play an active role in supporting pupils. Scaffolds are matched to need and gradually removed as understanding develops. Power Maths provides built-in scaffolds alongside classroom support. Pre-teaching helps pupils become familiar with new concepts and vocabulary before whole-class teaching. Pupils are encouraged to discuss ideas with learning partners, connect to prior learning and explain their mathematical thinking.

Music

Music provision is intended to be inclusive and accessible to all pupils. Strategies may include ear defenders, pre-teaching instruments and technical vocabulary, regulation stations and movement breaks. Music can also support speech and language development. Additional support may include adult assistance, effective communication methods and ensuring that spaces and resources are accessible. Visual and pictorial aids support understanding of musical vocabulary, including terms such as dynamics and timbre.

Physical Education (PE)

PE sessions are adapted to meet pupils' needs. Visual symbols and images support communication and understanding, and lessons build on prior knowledge and skills so pupils can revisit learning. Lessons take place in the hall, playground or field; staff consider the space and equipment used, including adaptations for pupils with physical or visual impairments. Examples include brightly coloured equipment and equipment of different sizes or weights. At least two adults are present during PE sessions, enabling verbal support and adaptations so pupils can participate fully.

Phonics and Early Reading

The Red Rose Letters and Sounds phonics programme is delivered consistently each day, reducing cognitive load and helping children focus on learning. Teachers use adaptive teaching to identify and provide appropriate support and challenge. Barriers are reduced through planned adaptations, flexible approaches and support rather than a reduced curriculum. Phonics resources are available within provision and displayed in classrooms to reinforce learning.

Consistent use of sound buttons when blending provides a visual prompt. Phoneme cards, magnetic letters and phoneme fans support some learners. Additional support is provided where children find it difficult to enunciate speech sounds, and advice is shared with parents and carers about supporting learning at home.

Personal, Social, Health and Economic Education (PSHE)

Inclusion in PSHE supports pupils academically and emotionally. In line with the school ethos that everyone is unique and valued, lessons are adapted through reasonable adjustments and inclusive teaching. The pastoral team—including the SENCO, Family Support Worker, Designated Safeguarding Leads and Attendance Team—works with children, families and staff to identify and reduce barriers. Support may include targeted social, emotional and mental health interventions and classroom support.

The school's trauma-informed and ACE-aware approach supports pupils' emotional wellbeing and personal development. Interventions may include Lego Therapy, Social Skills Groups, Drawing and Talking, Zones of Regulation, sensory regulation support and bespoke transition support. Pupils with SEND access the same ambitious curriculum through strategies such as visual supports, adapted resources, pre-teaching vocabulary, scaffolding, additional processing time and revisiting prior learning. Sensitive content is adapted to support age-appropriate and meaningful access.

The school works with external agencies, including Barnardo's, KEY (Chorley), Compass Bloom, the Educational Psychology Service and the NSPCC, and has engaged with the Partnership for Inclusion of Neurodiversity in Schools (PINS) programme. Restorative approaches and nurturing relationships help pupils feel safe, respected and valued. Further detail is available in the SEND Information Report and Teaching and Learning Policy.

Religious Education (RE)

The RE curriculum is designed to be inclusive, with reasonable adjustments and subject-specific adaptations to support pupils with disabilities and additional needs. These may include multi-sensory resources, visual supports, adapted texts and scaffolded questioning. Pupils can use flexible ways to record and express understanding, including discussion, role play and creative outcomes. Content is sequenced and adapted to make concepts such as belief, identity and belonging accessible. Pupils are supported to express ideas, respect different beliefs and make progress from their starting points.

Science

Adaptive teaching supports access, engagement and retention in Science. Strategies may include an engaging stimulus, carefully planned questions, oracy-led activities, visual prompts, pre-teaching vocabulary and revisiting previously learned knowledge. Teachers check understanding, identify misconceptions and use scaffolds to address them. Practical investigations and equipment-based lessons are planned carefully, considering pupils' disabilities and sensory needs before adaptations are made. Reasonable adjustments are part of classroom practice so that pupils can participate and achieve their potential.

Spanish

Teachers use adaptive teaching to provide appropriate support and challenge while maintaining high expectations. Barriers are addressed through planned adaptations, flexible teaching and appropriate support. Strategies may include pre-teaching vocabulary, replaying Spanish words from videos so pupils can hear and rehearse phrases at a suitable pace, learning songs, using visual aids and puppets, and using games and enjoyable activities to build confidence and support language learning.

5. Accessibility improvement plan 2026–2029

The actions below set out planned priorities for continuing to improve access. The school should confirm named leads, baselines and any resource implications as part of its annual review. Actions are reviewed at least annually and updated in response to need.

Priority / action	Intended outcome / success criteria	Lead responsibility	Timescale
Review curriculum access and reasonable adjustments, including subject-specific strategies, with the SENCO and subject leaders.	Subject planning identifies likely barriers and practical strategies; staff can explain and apply relevant adjustments; pupils are supported to access ambitious learning.	SENCO, subject leaders and class teachers	Annually
Review access to practical lessons, PE, fieldwork, educational visits and	Potential barriers are identified early; risk assessments and adjustments are considered;	Subject leaders, class teachers and	Ongoing; before

enrichment activities in advance.	pupils can participate safely and meaningfully wherever possible.	visit leaders	activities
Review physical access routes, classroom layouts, shared spaces and outdoor learning areas.	Routes and learning spaces are kept as accessible as practicable; identified hazards or barriers are recorded and actioned.	Headteacher / H&S lead	At least annually and as needed
Review arrangements for accessible toilets, personal care and privacy where relevant to current pupils' needs.	Individual arrangements are agreed with families and relevant staff; dignity, privacy and safe practice are maintained.	Senior leadership team / SENCO	As needs arise; annual review
Ensure individual emergency evacuation arrangements, including PEEPs where needed, are current and understood by relevant staff.	Plans reflect current needs and staffing; relevant staff know their responsibilities and arrangements are reviewed when circumstances change.	Headteacher / SENCO / H&S lead	At admission and when needs change; annual check
Review access to school information and communication for pupils and families.	Communication needs are identified and reasonable arrangements—such as plain language, visual supports, alternative formats or interpretation—are considered and implemented where required.	Senior leadership team / office team / SENCO	Ongoing; annual review
Review staff awareness of adaptive teaching, sensory and communication needs, and the use of assistive or adapted resources.	Staff know where to find guidance and resources and use strategies that support participation and independence.	Senior leadership team / SENCO	Ongoing; through staff development
Gather feedback from pupils and families about accessibility and inclusion.	Feedback informs reviews and priorities; actions are recorded and followed up where appropriate.	Senior leadership team / SENCO	Annually and as appropriate
Review accessibility of digital learning and technology, including relevant assistive software and online safety support.	Technology and online learning arrangements are considered in relation to pupils' access, safety and individual needs.	Computing lead / SENCO / safeguarding leads	Annually

6. Monitoring, evaluation and review

The headteacher and senior leadership team will oversee the implementation of this plan, with contributions from the SENCO, subject leaders, site staff, class teachers and governors. Progress will be considered through routine school monitoring, site checks, pupil progress and provision reviews, feedback from pupils and families, and review of incidents or identified barriers.

The plan will be reviewed at least annually and updated when significant changes occur. Actions should be recorded as completed, ongoing or revised, with further action identified where required. The school will ensure that the published version is accessible to families and that staff know where to find the current plan.

7. Related school documents

- SEND Information Report
- Teaching and Learning Policy
- Safeguarding and child protection procedures
- Behaviour policy and restorative practice arrangements
- Health and safety and educational visits procedures
- Individual healthcare, personal care or emergency evacuation plans, where applicable

Approval and review record

Review date	Summary of changes / actions	Reviewed by