



Accessibility Plan

Responsible Person	Mrs L Stinchon
Date Created	September 2026
Date to be Reviewed	September 2027
Full Review	September 2029

1. Purpose and statutory duty

Trawden Forest Primary School is committed to ensuring that disabled pupils can participate fully in school life and can access the curriculum, the physical environment and information as independently and safely as possible.

This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010. The governing body, as the responsible body, must prepare, implement, keep under review and revise a written accessibility plan. The plan must set out how the school will, over time:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school so disabled pupils can take greater advantage of education, benefits, facilities and services provided or offered by the school
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The school must have regard to the need to allocate adequate resources to implementing the plan. The plan covers a three-year period. Progress will be monitored at least annually and the plan will be revised sooner where a change in pupil need, the site, guidance or legislation makes this appropriate.

2. Legal and guidance framework

This plan should be read alongside the school's SEND Information Report, SEND policy, Single Equalities policy, Supporting Pupils with Medical Conditions policy, Behaviour policy, Attendance policy, Educational Visits procedures, Health and Safety policy, Emergency and Fire procedures, Complaints policy and curriculum policies.

Legislation or guidance	Relevance
Equality Act 2010, including sections 20, 85, 88 and Schedule 10	Prohibits disability discrimination in schools, creates the reasonable adjustment duty and requires accessibility planning.
Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, as carried forward into the Equality Act framework	Sets the three-year planning cycle.
Public Sector Equality Duty, Equality Act 2010 section 149	Requires due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.
Children and Families Act 2014 and Special Educational Needs and Disability Regulations 2014	Require schools to meet SEND duties and publish the required SEND information, including information about accessibility.
SEND Code of Practice: 0 to 25 years	Statutory guidance to which relevant bodies must have regard when carrying out SEND functions.
DfE Equality Act 2010: advice for schools	Explains schools' Equality Act responsibilities, including disability and reasonable adjustments.
DfE SEN and disability duties: guidance for school governing boards, 2025	Strengthens expectations for board oversight, challenge, engagement and assurance.
DfE Inclusive education estates, 2026	Current non-statutory guidance on high-impact adaptations and inclusive design for mainstream education estates.
Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018	Schools are partially exempt, but essential online administrative content remains in scope and an accessibility statement is required. Current government guidance uses WCAG 2.2 AA for in-scope content.
Lancashire County Council Accessibility Strategy and SEND strategies	Provide the local framework and sources of specialist support for maintained schools.

3. Disability and reasonable adjustments

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. "Substantial" means more than minor or trivial. "Long-term" generally means that the effect has lasted, or is likely to last, for at least 12 months. Some progressive conditions and specified conditions are protected from the point set out in law.

Disability and SEN are related but not identical. Some disabled pupils will not have SEN and some pupils with SEN will not meet the Equality Act definition of disability. The school will therefore consider both frameworks and the individual barriers experienced by each pupil.

The duty to make reasonable adjustments for disabled pupils is anticipatory. The school will think ahead about barriers that disabled pupils may face rather than waiting for an individual pupil to experience avoidable disadvantage. Reasonable adjustments may include changes to policies or routines, adaptations to the way an activity is delivered and the provision of auxiliary aids or services. Physical access to the school site is addressed through this accessibility plan and the school will continue to improve access over time.

4. Our principles

- We will identify and remove barriers to participation wherever it is reasonable and practicable to do so.
- We will consider access to the whole life of the school, including teaching, clubs, trips, PE, swimming, Forest School, performances, assemblies, playtimes, lunchtime, wraparound care and community events.
- We will listen to disabled pupils and their parents or carers and take account of their views, preferences, lived experience and right to confidentiality.
- We will seek specialist advice where needed, including from the local authority, health services, specialist teachers, occupational therapy or other relevant professionals.
- We will use inclusive design wherever possible so that changes benefit a wide range of pupils, not only an individual pupil.
- We will not assume that the absence of a currently enrolled pupil with a particular disability means that no anticipatory planning is needed.
- We will allocate resources according to need, impact, urgency, safety and feasibility and will record where major capital works require phased implementation.

5. Consultation, governance and review

The governing body is accountable for this plan. Operational implementation is led by the Headteacher with the SENDCo, School Business Manager, Site Manager and relevant curriculum or pastoral leaders. The governing body will receive sufficient information to provide support and challenge.

- The school will refresh its site and curriculum access review at least annually and will consult relevant pupils, parents or carers, staff and governors when reviewing priorities.
- Where an individual disabled pupil is admitted or their needs change, complete an individual access review and make reasonable adjustments without waiting for the next whole-school review.
- Review progress against the action plan at least annually, with evidence recorded and priorities updated.
- Undertake a full review and publish a replacement plan by September 2029, or earlier if there is a material change in need, premises, legislation or guidance.
- Publish the current plan on the school website and provide an accessible alternative or paper copy on request.
- Ensure the SEND Information Report accurately reflects current arrangements for disabled pupils, facilities and this accessibility plan.

6. Current site accessibility baseline - September 2026

Area	Current position - September 2026	Planned improvement and management
Building and levels	Trawden Forest Primary School is an older building with changes of level. Steps remain at a number of entrances and on some internal routes, so not every part of the site is independently wheelchair accessible.	Use the most accessible route available and make individual arrangements where needed. Where a route is not accessible, activities or provision will be relocated so that pupils are not unnecessarily excluded. Accessibility will be considered in all future estates work.
Parking and arrival	One disabled parking space is available. Individual drop-off and access arrangements can also be made for disabled pupils, parents, carers or visitors where required.	Keep the accessible parking and arrival route clear and review arrangements when individual needs change.

Area	Current position - September 2026	Planned improvement and management
Entrances	The main reception entrance, KS1 entrance and some KS2 external routes have steps. Step-free access to the main building is available via the EYFS entrance and this route can be used when required.	Maintain a clear step-free route and ensure staff can direct pupils and visitors to the most appropriate entrance. Review entrance access as part of future maintenance and refurbishment.
Internal doors	Some older internal doors may be more difficult to use for a person with reduced mobility because of their width, threshold or opening force.	Review priority doors on accessible routes and make reasonable improvements through maintenance and refurbishment where practicable.
Corridors and internal movement	Steps remain on routes to the hall, dining hall and some KS2 areas. Circulation space within teaching areas can be adapted to individual need.	Keep key circulation routes clear. Where steps prevent access, use an alternative route or relocate the activity to an accessible space. Consider longer-term physical improvements through estates planning.
Accessible changing and toilet provision	A dedicated accessible changing area is now available. A fully accessible toilet is not yet available and the school is in the process of progressing this provision.	Maintain the accessible changing area and make completion of an accessible toilet a priority within this plan period. Until it is available, agree safe and dignified individual toileting and personal care arrangements in advance where these are required.
Controls and fittings	Some switches, sockets, storage points and other fittings in the older building may not be at an ideal height for every user.	Review frequently used controls and fittings as needs arise and provide reasonable alternatives or adaptations where practicable.
Teaching spaces	Teaching spaces are generally of a suitable size and classroom layouts can be adapted to meet individual mobility, sensory, visual or hearing needs.	Continue flexible seating and furniture planning, with attention to safe movement, line of sight, sensory comfort and access to learning resources.

7. Accessibility action plan 2026-2029

The actions below are organised around the three statutory strands. They are deliberately measurable so that progress can be evidenced to governors and reflected in annual review.

7.1 Increase access to the curriculum

Priority	Action	Lead	Timescale	Evidence of success
Early identification and transition	For Reception, in-year admissions and pupils moving between classes, gather information early from families, previous settings and professionals. Identify barriers, equipment, staffing, medical needs and training before the pupil starts where possible.	SENDCo / class teacher	Ongoing, with transition review each summer	Needs identified early. Required adjustments are in place by the start date wherever reasonably possible.
Individual access planning	For each disabled pupil whose needs require it, record reasonable adjustments and access arrangements within the appropriate pupil plan, healthcare plan, risk assessment or individual access plan. Include pupil and parent voice.	SENDCo / relevant staff	As needed, reviewed at least termly for active plans	Adjustments are clear, understood by staff and reviewed when needs change.
Inclusive classroom practice	Use adaptive teaching, flexible grouping, appropriate seating, visual supports, enlarged or modified resources, alternative recording methods, movement or sensory supports and suitable pacing where needed.	Teachers / TAs	Daily practice	Lesson visits, work scrutiny and pupil voice show disabled pupils participating and making progress without avoidable barriers.

Priority	Action	Lead	Timescale	Evidence of success
Auxiliary aids and assistive technology	Provide or seek access to appropriate aids and services such as specialist seating, writing slopes, grips, hearing or vision support, adapted equipment, accessible keyboards, text-to-speech, speech-to-text, magnification and built-in Chromebook or iPad accessibility features.	SENDCo / Computing Lead	Needs led	Pupils can use agreed equipment independently or with planned support. Equipment is maintained and staff know how to use it.
Staff knowledge and training	Maintain an annual SEND and disability training overview. Provide needs-led training for staff and governors, including relevant medical conditions, visual or hearing impairment, mobility, neurodiversity, sensory needs and use of specialist equipment.	Headteacher / SENDCo	Annual review and needs led	Training records show appropriate coverage. Staff report confidence and practice reflects advice.
Wider curriculum and enrichment	Plan clubs, visits, residentials, PE, swimming, Forest School, sports events, performances and other enrichment so disabled pupils can participate. Consider transport, staffing, access, personal care, fatigue, sensory needs, medication and emergency arrangements at planning stage.	EVC / activity leader / SENDCo	For every relevant activity	Risk assessments and plans show barriers considered in advance. Disabled pupils are included unless a specific safety or clinical reason prevents participation.
Assessment and statutory checks	Apply permitted access arrangements for national curriculum assessments and statutory checks, including the multiplication tables check where relevant, based on current guidance and the pupil's normal way of working. Do not introduce support that changes what is being assessed.	Assessment Lead / SENDCo	Before each assessment cycle	Eligible pupils receive appropriate arrangements and records support compliance with current assessment guidance.
Medical conditions and allergies	Ensure pupils with medical conditions can access education and school activities through individual healthcare plans, staff training, medication arrangements and reasonable adjustments where required. Link to current statutory medical and allergy guidance.	Headteacher / medical lead / SENDCo	Ongoing	Medical needs do not create avoidable exclusion from lessons or activities. Plans are current and staff know emergency procedures.
Behaviour, attendance and inclusion	When applying behaviour, attendance or pastoral procedures, consider whether disability is contributing to the difficulty and whether reasonable adjustments are needed. Avoid sanctions or expectations that create disability-related disadvantage without proper consideration.	SLT / SENDCo	Ongoing	Records show disability and reasonable adjustments considered where relevant. Patterns are reviewed for unequal impact.
Pupil and parent feedback	Seek feedback from disabled pupils and their families on access, belonging and participation. Use this to identify priorities for individual adjustments and whole-school change.	SENDCo / SLT	At least annually and at reviews	Feedback is recorded, themes are reported to governors and actions are followed through.

7.2 Improve the physical environment

Priority	Action	Lead	Timescale	Evidence of success
Whole-site access review	Review access across arrival points, parking, paths, gates, entrances, thresholds, doors, circulation routes, teaching spaces, halls, dining areas, toilets, outdoor learning areas and emergency evacuation arrangements. Record any new barrier and the action required.	Headteacher / Site Manager / SENDCo	Autumn 2026, then at least annually	A dated access review is available to leaders and governors, with priorities updated when the site or pupil needs change.
Routes, steps and changes of level	Maintain a clear record of the most accessible routes through the site. Where steps or changes of level prevent access, plan a safe and dignified alternative, including relocation of activities where necessary. Include accessibility in future building and refurbishment decisions.	Site Manager / Headteacher	Route review by Spring 2027, then ongoing	Staff can explain the most accessible routes and individual plans identify alternatives where required. Pupils can access equivalent provision without avoidable exclusion.
Accessible changing area and toilet	Maintain the new accessible changing area. Progress the planned accessible toilet, including any required specialist advice, design work, funding approval and building work. Put individual interim arrangements in place whenever a pupil, staff member or visitor requires accessible toileting support.	Headteacher / School Business Manager / Site Manager	Changing area: ongoing. Toilet project: confirmed route and timetable by Spring 2027, with completion at the earliest practicable opportunity within the plan period	The changing area remains usable and appropriately equipped. A clear project plan is in place for the accessible toilet and progress is reported to governors. Interim arrangements are documented where needed.
Entrances, doors and thresholds	Keep the step-free entrance route clear and review priority doors, thresholds, handles, door closers and ease of operation. Make affordable, high-impact improvements as maintenance or refurbishment takes place.	Site Manager	2026-2029, prioritised through annual review	Known access routes remain usable and avoidable barriers on priority routes reduce over the life of the plan.
Parking and drop-off	Maintain the disabled parking space and offer an individual drop-off or arrival arrangement close to the most accessible entrance when required.	School Business Manager / Site Manager	Immediate and ongoing	Accessible parking or an agreed alternative is available when required and the route to the accessible entrance is kept clear.
Wayfinding and visual access	Maintain clear, consistent signs with readable text and good contrast. Improve identification of reception, toilets and accessible routes where this would help pupils or visitors.	Site Manager / SENDCo	Review by Summer 2027, then ongoing	Pupils and visitors can navigate the site more independently and signs on key routes are clear and legible.
Sensory comfort, acoustics and lighting	Use current DfE inclusive estates guidance when reviewing noise, reverberation, lighting, glare, sensory load, quiet spaces, ventilation and thermal comfort. Prioritise practical, low-cost adjustments where they will remove a barrier.	SLT / Site Manager / SENDCo	2026-2029	Reasonable adjustments are recorded and evaluated with relevant pupils, families and staff.
Furniture, fittings and classroom layout	Use flexible furniture and layouts. Consider turning space, posture, line of sight, access to interactive displays, storage, coat pegs, sinks and frequently used resources.	Teachers / Site Manager / SENDCo	Ongoing	Pupils can access learning spaces and essential facilities with the greatest reasonable level of independence.
Outdoor learning and play	Review playgrounds, paths, Forest School and outdoor learning spaces for surfaces, gradients, gates, seating, shelter and sensory accessibility. Make reasonable adaptations or provide equivalent access to activities.	Site Manager / Forest School Lead / SENDCo	By Summer 2027, then ongoing	Outdoor curriculum and social spaces are included in access planning and identified barriers are reduced or appropriately managed.

Priority	Action	Lead	Timescale	Evidence of success
Emergency evacuation	Ensure fire risk assessments and emergency procedures consider disabled pupils, staff and visitors. Prepare a Personal Emergency Evacuation Plan where required and ensure relevant staff understand the agreed procedure.	Headteacher / Site Manager / DSL as relevant	Review at least annually and whenever needs change	PEEPs are in place where required and checks or drills show that arrangements are workable.
Refurbishment and capital works	Build accessibility into future refurbishment and estate decisions from the start. Seek user or specialist advice where appropriate and record how accessibility has influenced significant projects.	Governing Body / Headteacher / School Business Manager	For every relevant project	Project records show that accessibility was considered at design and procurement stage.

7.3 Improve access to information and communication

Priority	Action	Lead	Timescale	Evidence of success
Alternative formats	Ask pupils and families about preferred communication formats where needed. Provide information in an accessible format within a reasonable timeframe, for example large print, simplified text, Easy Read style, audio, accessible electronic text or specialist formats through external services.	Office / SENDCo / class teacher	On request and needs led	Requests are logged and information is provided in a format the recipient can use.
Accessible classroom materials	Use clear layout, meaningful headings, readable fonts, appropriate spacing and contrast. Avoid relying on colour alone. Provide enlarged or simplified versions where required and ensure diagrams or images are explained when they carry essential meaning.	Teachers / TAs	Ongoing	Pupils can read or access learning materials using agreed adjustments and assistive technology.
Accessible digital documents	When creating Word files, PDFs, forms or presentations for pupils or families, use proper headings, descriptive links, accessible tables, alt text for meaningful images and logical reading order. Avoid image-only documents where the text is needed to use a service.	All staff / Computing Lead	Staff guidance by Spring 2027, then ongoing	New essential documents pass basic accessibility checks and work with common assistive technologies.
Website and essential online services	Maintain a current website accessibility statement and review it at least annually. Ensure content needed for essential online administrative functions meets the applicable WCAG 2.2 AA requirements, or provide an accessible alternative. Apply accessible design principles more widely across new website content wherever reasonably practicable.	Website Lead / School Business Manager / Computing Lead	Ongoing, with formal review at least annually	The accessibility statement is current and easy to find. Essential online processes can be used with keyboard and assistive technology or an accessible alternative is available.
Video and audio information	Where recorded media communicates essential information, provide captions, a transcript or an equivalent accessible alternative where needed.	Content creator / Website lead	Ongoing	Essential information is available to users who cannot access audio or visual content in the original format.

10. School Floor Plan



11. Key official references

[Equality Act 2010, Schedule 10](#)

[2005 Regulations setting the three-year accessibility planning cycle](#)

[DfE: Equality Act 2010 advice for schools](#)

[DfE: SEND Code of Practice: 0 to 25 years](#)

[DfE: SEN and disability duties, guidance for school governing boards](#)

[DfE: Inclusive education estates](#)

[DfE: What maintained schools must or should publish online](#)

[GOV.UK: Accessibility requirements for public sector websites and apps](#)

[Lancashire County Council: Accessibility Strategy](#)

[DfE: Supporting pupils with medical conditions at school](#)