Accessibility Plan

Implementation Date: September 2026

	Signed	Date
Chair of Governors		03/11/26
Headteacher		03/11/26

This policy is a	School Plan using LA & WG guidelines
	Statutory Policy
Aims of Policy:	• To outline the policy and provision for promoting accessibility at the school.
Review date	October 2026
Next review date	September 2029
Reviewed by	Policy committee



1. Introduction

At Penrhiwceibr Primary School, we are committed to ensuring that every member of our school community can fully participate in school life.

Our school motto,**"Caring, Growing and Succeeding Together"**, reflects our commitment to creating an inclusive environment where all learners are welcomed, valued and supported to achieve their potential.

This Accessibility Plan outlines how the school will continue to improve access for disabled learners, staff, parents and visitors by:

1. Increasing access to the curriculum.
2. Improving the physical environment.
3. Improving access to information.

This plan should be read alongside the school's:

- ALN Policy
- Equality Objectives
- Curriculum Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy

The plan has been developed in accordance with the requirements of the Equality Act 2010.

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2. Definition of Disability

Under the Equality Act 2010, a person has a disability 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."

The school recognises its duty to make reasonable adjustments to ensure disabled learners are not placed at a substantial disadvantage.

3. Our Commitment

We aim to:

- Promote equality of opportunity for all.
- Remove barriers to participation and achievement.
- Ensure all learners can access the full curriculum.
- Foster a culture of respect, inclusion and belonging.
- Support independence and wellbeing.
- Ensure all members of the school community are treated fairly and with dignity.

We believe that diversity strengthens our school community and that every child should be enabled to flourish academically, socially and emotionally.

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4. Current Accessibility Arrangements

Physical Environment

The school currently provides:

- Step-free access to the majority of teaching areas.
- Ramp access where required.
- Accessible toilet facilities.
- Wide doorways to support wheelchair access.
- Flexible classroom layouts to support mobility needs.
- Accessibility considered when planning educational visits and enrichment opportunities.

These arrangements build upon adaptations already established within the school.

Curriculum Access

The school currently supports access through:

- Adaptive teaching approaches.
- Individual Development Plans (IDPs) where required.
- Additional Learning Needs provision.
- Teaching Assistant support.
- Advice from specialist services.
- Assistive technology where appropriate.
- Differentiated curriculum provision.
- Inclusive extracurricular opportunities.
- Reasonable adjustments to learning activities and assessments.

Information Access

The school currently provides information through:

- School website.
- Newsletters.
- Parent communication systems.
- Meetings and consultations.
- Alternative formats upon request where practicable.

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5. Accessibility Audit

The school regularly considers:

Environment

- Classroom accessibility.
- Entrance and exit arrangements.
- Signage.
- Lighting.
- Acoustics.
- Accessibility of outdoor spaces.

Curriculum

- Participation in learning.
- Participation in educational visits.
- Access to enrichment opportunities.
- Access to pupil leadership roles.

Communication

- Accessibility of written information.
- Digital accessibility.
- Communication with parents and carers.
- Translation requirements.
- Accessibility for those with sensory impairments.

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6. Accessibility Improvement Plan 2026-2029

Priority 1: Improve Access to the Curriculum

Objective	Action	Success Criteria
Ensure all learners can access the curriculum	Continue adaptive teaching and reasonable adjustments	Learners with disabilities participate fully in learning experiences

Strengthen staff expertise	Deliver ongoing ALN and inclusion training	Staff demonstrate increased confidence in meeting diverse needs
Ensure educational visits are accessible	Include accessibility considerations within planning and risk assessments	All learners can participate wherever reasonably possible
Develop use of assistive technologies	Audit and implement appropriate resources	Learners are able to access learning more independently

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Priority 2: Improve the Physical Environment

Objective	Action	Success Criteria
Maintain accessibility of buildings	Annual site accessibility review	Barriers identified and addressed promptly
Improve accessibility of outdoor learning areas	Consider accessibility when improving outdoor provision	Increased opportunities for all learners to access outdoor learning
Ensure accessibility within classrooms	Review furniture and layouts regularly	Learning environments remain accessible and inclusive
Consider accessibility in future developments	Include accessibility in premises planning	Accessibility embedded in all improvement projects

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Priority 3: Improve Access to Information

Objective	Action	Success Criteria
Improve accessibility of school communications	Review communication methods annually	Parents and carers can access key information easily
Provide alternative formats when required	Make reasonable adjustments to communication	Information is accessible to all stakeholders

Improve digital accessibility	Review website and online resources	Online content meets accessibility expectations
Support families with communication needs	Provide bespoke support where required	Families report improved access to information

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7. Roles and Responsibilities

Governing Body

The Governing Body will:

- monitor the effectiveness of this plan;
- ensure compliance with statutory duties;
- support the school's commitment to inclusion.

Headteacher

The Headteacher will:

- oversee implementation of the plan;
- ensure accessibility considerations inform school improvement;
- report progress to governors.

ALNCo

The ALNCo will:

- support identification of barriers to learning;
- advise on reasonable adjustments;
- coordinate support and specialist advice where required.

Staff

All staff are responsible for:

- promoting inclusive practice;
- implementing reasonable adjustments;
- identifying barriers to participation;
- supporting all learners to access the curriculum.

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8. Monitoring and Review

The Accessibility Plan will be monitored through:

- learning walks;
- health and safety audits;
- ALN reviews;
- stakeholder feedback;
- building inspections;
- school self-evaluation processes.

The Governing Body will review this plan every three years, or sooner if required by changes in legislation, guidance or school circumstances.