

ICKWORTH PARK PRIMARY SCHOOL



ACCESSIBILITY PLAN

DATE ADOPTED / REVIEWED	Autumn 2026
PRINT NAME	
SIGNED	
DATE	
DUE FOR NEXT REVIEW	Autumn 2029
APPROVAL BODY	Local Governing Body
RESPONSIBLE OFFICER	HEADTEACHER

Accessibility Plan 2026-2029

Vision

At Ickworth Park Primary School we are committed to ensuring that all pupils, staff, parents and visitors are able to participate fully in school life. We value diversity and are committed to providing an inclusive environment where all members of our community are treated fairly, with dignity and respect.

The purpose of this Accessibility Plan is to ensure that disabled pupils are able to access the curriculum, the physical environment and information to the same extent as their peers wherever reasonably practicable.

This plan should be read alongside the school's SEND Policy, Equality Objectives, Supporting Pupils with Medical Conditions Policy, Trust Allergy and Anaphylaxis Policy and Health and Safety Policy.

Medical Needs and Allergies

The school will work in partnership with parents, healthcare professionals and the All Saints Schools Trust to ensure that pupils with medical conditions and allergies are able to participate fully in all aspects of school life.

Individual Healthcare Plans, Allergy Action Plans, risk assessments and appropriate staff training will be used to minimise barriers and promote inclusion.

The school will ensure that emergency medication is readily accessible and that pupils with medical conditions are supported in accordance with the Supporting Pupils with Medical Conditions Policy and the Trust Allergy and Anaphylaxis Policy.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Priority 1: Increasing Access to the Curriculum

Current Good Practice

- All pupils are entitled to a broad and balanced curriculum.
- Teachers use adaptive teaching strategies to support pupils with additional needs.
- SEND Learning Plans, Individual Healthcare Plans (IHPs) and Educational Healthcare Plans (EHCPs) are used to support planning and provision.
- The school works effectively with external agencies, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nursing and Specialist SEND Services.
- ELSA provision and a range of pastoral support strategies help pupils with social, emotional and mental health needs.
- Educational visits, extracurricular activities and enrichment opportunities are planned to ensure inclusion for all pupils.
- Staff receive regular training relating to SEND, safeguarding, medical needs and inclusion.

Objective : To ensure that pupils with disabilities, SEND and medical needs can access all aspects of the curriculum and wider school life.

Actions	Timescale	Responsibility	Success criteria
Continue to develop staff knowledge and understanding of SEND, SEMH and neurodiversity.	Ongoing throughout the life of the plan.	Headteacher SENDCO Class Teachers	Pupils with SEND, disabilities and medical needs access the full curriculum.
Ensure adaptive teaching strategies are consistently embedded across the school.			Pupils participate fully in educational visits, clubs and enrichment opportunities.
Use assistive technology and specialist resources where appropriate.			Outcomes for pupils with additional needs demonstrate progress from their starting points
Continue to monitor progress and participation through pupil progress meetings and SEND reviews.			Staff demonstrate confidence in adapting learning and supporting individual needs.
Ensure reasonable adjustments are made for educational visits, clubs and enrichment activities.			
Work closely with families and external agencies to identify and remove barriers to learning.			

Priority 2: Improving Access to the Physical Environment			
Current Good Practice			
• The school site is accessible to the majority of users. • Risk assessments and Personal Emergency Evacuation Plans (PEEPs) are completed where required. • Accessibility needs are discussed with families during transition and admission processes. • Signage and environmental adaptations are implemented where necessary • Health and Safety inspections identify any environmental barriers.			
Objective: To ensure that the physical environment remains safe, accessible and inclusive for pupils, staff, parents and visitors.			
Actions	Timescale	Responsibility	Success criteria
Review accessibility annually as part of premises inspections.	Ongoing, with annual review	Headteacher Site Caretaker Governors	Pupils, parents, visitors and staff with disabilities can access the school safely.
Maintain safe access routes throughout the school site.			Physical barriers are identified and addressed promptly.
Review signage and environmental adaptations regularly.			Emergency evacuation arrangements are effective and regularly reviewed.
Ensure PEEPs are reviewed as needs change.			
Consider accessibility requirements whenever refurbishment or improvement works are planned.			
Ensure appropriate parking and access arrangements are available where required.			

Priority 3: Improving Access to Information			
Current Good Practice			
• School information is available electronically and in paper form. • Arbor, Class Dojo and other electronic communication systems support communication with families • Staff work closely with parents to remove barriers to communication. • Alternative formats are provided where required.			
Objective : To ensure that information is accessible to all pupils, parents, carers and visitors.			
Actions	Timescale	Responsibility	Success Criteria
Continue to provide information in accessible formats when required.	Ongoing throughout the life of the plan.	Headteacher Office Team SENDCO	Parents and carers can access information in a format that meets their needs.
Use clear and accessible language in school communications.			Communication barriers are reduced.
Seek feedback from families regarding accessibility requirements.			Staff have timely access to relevant pupil information.
Ensure relevant staff have access to medical, SEND and safeguarding information as appropriate.			Families report positive levels of communication and engagement.
Continue to develop electronic communication systems to support accessibility.			

Monitoring Arrangements

This Accessibility Plan will be reviewed every three years, or sooner if there are significant changes to the school population, site or legislative requirements.

The plan will be monitored by the Headteacher and SENDCO and approved by the Local Governing Body.

Linked Policies

This Accessibility Plan should be read alongside:

- SEND Policy and SEND Information Report
- Equality Objectives
- Supporting Pupils with Medical Conditions Policy

- Trust Allergy and Anaphylaxis Policy
- Health and Safety Policy
- First Aid Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Attendance Policy