



Love, Learn, Aspire

'Let all that you do be done in love.' 1 Corinthians 16:14

Preston Primary (VC) School

Accessibility Plan

Approved by: Full Governing Board
Last reviewed on: November 2025
Next review due by: November 2026

Date: November 2025

Approval

Approved by: Full Governing Body	
Chair of Governors Name	Gillan Ide Oliver Clarke
Signature	<i>Gillan Ide</i> <i>Oliver Clarke</i>
Headteacher's Name	Inneke Luitingh
Signature	<i>Inneke Luitingh</i>

Version

Version	Author	Notes
V1.0	I Luitingh	Changes to Formatting
V1.1	M Taylor	Removal of Jo Wilde and added Oliver Clarke as Co-Chair of Governors



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1. Purpose of the Plan

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan.
- 1.2 The purpose of the plan is to:
- 1.3 Increase the extent to which disabled pupils can participate in the curriculum.
- 1.4 Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- 1.5 Improve the availability of accessible information to disabled pupils.
- 1.6 Our school aims to treat all its pupils, staff and governors, families, and members of the wider community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

2. Objectives of the Accessibility Plan

- To ensure all students are fully involved in school life and are making satisfactory progress no matter their disability.
- To identify barriers to participation and find practical solutions to overcome these.
- To work collaboratively with students and their parents/carers to create appropriate provision, including robust EHCPs.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting students with a wide range of disabilities
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of students with disabilities.

3. Legislation and Guidance

- 3.1 The school has created this plan to meet the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- 3.2 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.
- 3.3 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'.

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- 3.4 The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- 3.5 Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises.

4. Relationship to other Policies

- Equality Information and Objectives Policy
- Health and Safety Policy
- Curriculum Statement
- Child Protection Policy
- Recruitment, Selection and Retention of staff
- Positive Behavior Policy

Appendix A - Accessibility Audit

Feature	Description	Action to be taken	Person responsible	Due date
Number of storeys	Single storey	N/a	N/a	N/a
Corridor access	Wheelchair access throughout the Building. Wide corridors throughout.	N/a	N/a	N/a
Lifts	None	N/a	N/a	N/a
Doorways/ entrances	Single width entrance to the building, Wheel chair friendly	N/a	N/a	N/a
Playground access	Flat level access	Flat level access to top playground. Access to bottom playground via double gate across playground	N/a	N/a
Field access	Level access through gate	Access via car park or through gate at bottom of playground for flat level access	N/a	N/a
Parking bays	12 parking bays. All with level access to reception/entrances. One reserved / marked for blue badge holders	N/a	N/a	N/a
Toilet access	Disabled access toilet in reception area	In place	N/a	N/a
Ramps	Flat access throughout the building and main playground area	In place	N/a	N/a

Signage	Picture signs at exits to toilets and playground. Signs for other areas throughout.	In place	N/a	N/a
Sinks	Available in disabled toilet. Available around school at low level	In place	N/a	N/a
Drinking water	Children bring their own water bottles. Water available throughout the school and provided at lunchtime	In place	N/a	N/a
Welcome area- signing in	Level access/ appropriate signage and signing in book	In place	N/a	N/a
Lighting	Variable lighting types in school; blinds in all rooms to limit light if needed.	In place	N/a	N/a
Emergency escape routes	In line with current regs. All with level access and appropriate signage /emergency lighting	In place	N/a	N/a
Information	Website Facebook Leaflets School Comms Website has accessibility features	Audit bi-annually to check access or sooner if new need arises.	SLT / Admin	Ongoing
Curriculum	Developing, to meet needs under the L.A description of the school admissions criteria and for the cohort of pupils already with us.	Curriculum refinement is ongoing	SLT	Ongoing

Appendix B: Accessibility Action Plan

Access to the Physical Environment

Action	Strategy	Success Criteria	Timescale	Person responsible	Outcome
Review signs with symbols, welcome sign in different languages and formats; font size/colour / style	Source signage is suitable font/colour/ style.	Increased communication with EAL stakeholders Increased opportunity for communication Improve inclusive setting.	In place	DSL/Admin	Visitors can request information in other languages and an interpreter can be sourced.
Information about carers/parents' access needs, in support of their child's education e.g: for attending meetings	All new starter forms to include information regarding access needs to the building.	Improvement in communication Improve support for families	Ongoing as required	DSL/Admin	Ongoing as required

Access to the Curriculum

Action	Strategy	Success Criteria	Timescale	Person responsible	Outcome
Curriculum refinement	Yearly strategic reviews to make amendments where needed to meet needs of learners. Termly staff reviews	Curriculum tailored to meet needs of learners	annual	Curriculum leader and subject co-ordinators	Ongoing as required

Access to Information

Action	Strategy	Success Criteria	Timescale	Person responsible	Outcome
Information about carers/parents' access needs, including EAL, appropriate in support of their child's education.	All new starter forms to include questions about information regarding access needs e.g., the need for large print in correspondence or printed in other languages, interpreter for meetings	Parents/carers receive improved communication /Great parent care engagement	In place	Headteacher / Admin	Ongoing as required