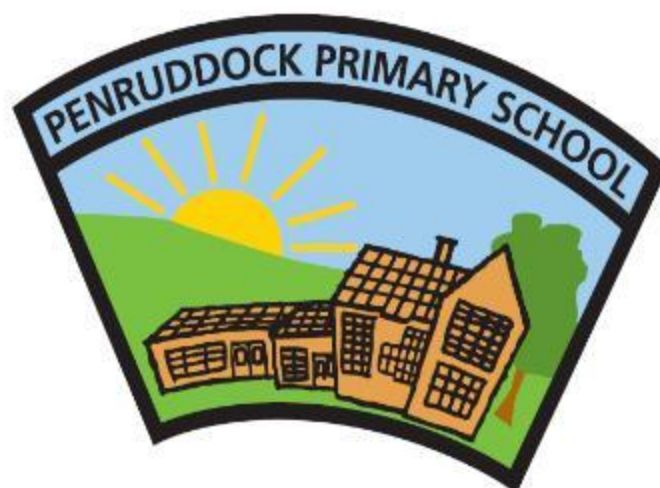




PENRUDDOCK PRIMARY SCHOOL

ACCESSIBILITY PLAN

2025 – 2028

Approved by ¹	
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¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision/Review
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
	Reviewed – minor formatting changes, no change to content	September 2024

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In Penruddock Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to a pupil's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

Penruddock Primary School is a small, rural primary school situated in the village of Penruddock on the edge of the Lake District National Park in Cumbria. The school serves the local village and surrounding rural communities, where access to services and public transport is more limited than in urban areas. As a result, the school plays a key role as a community hub, supporting families and fostering strong relationships with parents and carers.

The school is a **Foundation primary school**, providing education for children from **Nursery (age 3) to Year 6**. There are currently **48 pupils on roll**, organised into mixed-age classes across the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2.

Penruddock Primary School serves a diverse school community in terms of pupils' needs and starting points. Children enter school with a wide range of early experiences, including varying levels of nursery or pre-school provision. The school supports pupils with a range of abilities, including children with special educational needs and/or disabilities (SEND). Inclusive practice is central to the school's ethos, with provision tailored through high-quality adaptive teaching, targeted interventions and, where appropriate, support from external professionals. A small number of pupils are eligible for Pupil Premium funding, and the school carefully monitors equality of access, participation and outcomes for all groups.

The school buildings consist of **two main blocks**. The older building originates from the Georgian era and was altered during the Victorian period. This part of the site houses the school office, school kitchen, staff kitchen, library and two Key Stage 2 classrooms. There are stairs leading from one Key Stage 2 classroom to the library and staff kitchen, which are located on the upper floor.

The EYFS and Key Stage 1 classrooms were constructed during the 1950s and 1960s. These classrooms have recently benefitted from new flooring and furniture, updating the learning

environment and aligning it with the Early Excellence philosophy. Assemblies take place either in one of the Key Stage 2 classrooms or at the village hall. The village hall is also used for lunchtime arrangements and for physical education when weather conditions prevent outdoor provision.

Accessibility within the EYFS block is reasonable; however, access to the Key Stage 2 classrooms involves steps at entry points and internal steps leading to cloakroom and toilet facilities. A disabled toilet is available within the EYFS block, but there is currently no disabled toilet within the Key Stage 2 area. Recent improvements to the EYFS learning environment, including enhanced continuous provision, have further improved access and inclusion for younger pupils.

Outdoor spaces include playground areas, a pond, growing areas and raised beds, as well as access to a large field. These spaces are used to support outdoor learning and Forest School-inspired activities.

Penruddock Primary School works closely with a range of local partners and services, including neighbouring schools within local clusters, secondary schools to support transition, and external agencies such as health, SEND and family support services. The school also maintains strong links with community organisations and local events, which enrich the curriculum and strengthen pupils' sense of belonging.

As a small rural school, Penruddock Primary School is committed to ensuring that all pupils, staff, parents, carers and visitors are able to access the school environment and its provision as fully as possible. Accessibility considerations are integral to school improvement planning, premises development and inclusive practice.

8. Development of the plan

8.1 Vision and values

At Penruddock Primary School, we are committed to creating an inclusive learning environment where all pupils, including those with disabilities and additional needs, are valued, supported and able to thrive.

Our school:

- Has high ambitions for pupils with disabilities and expects all pupils to participate fully and achieve well in every aspect of school life.
- Is committed to identifying, reducing and, where possible, removing barriers to learning, participation and access for pupils, staff, parents, carers and visitors with disabilities.
- Values each individual and recognises the contribution that all members of the school community make to school life.
- Strives to ensure that pupils with disabilities have full access to the curriculum, teaching resources and enrichment opportunities, enabling them to develop academically, socially and emotionally.
- Acknowledges and embraces the National Curriculum Inclusion Statement, ensuring teaching is adapted to respond to the strengths and needs of all learners.
- Is committed to continuous improvement, regularly reviewing policies, practices and the physical environment to enhance accessibility across all areas of school life.
- Promotes equality of opportunity and respect for all members of the school community, reflecting our inclusive ethos and commitment to fairness.

8.2 Information from pupil data and school audit

The starting points for this Accessibility Plan are informed by existing school data, professional knowledge of pupils currently on roll, liaison with external agencies, and ongoing review through school self-evaluation and improvement planning. Due to the small size of the school, information is reported at an appropriate level to avoid identifying individual pupils.

- **School Population**

At the start of the academic year 2025–2026, Penruddock Primary School has a small number of pupils who meet the definition of disability under the Equality Act 2010. These pupils present with a range of needs, which may include learning, communication, sensory, physical and social or emotional needs. Some pupils require reasonable adjustments to support access to learning, the curriculum and the wider life of the school.

As pupils move through the school, needs are reviewed regularly through:

- Pupil progress meetings
- SEND reviews
- Individual support plans and risk assessments (where appropriate)
- Ongoing dialogue with parents and carers

The school recognises that pupils' needs may change over time and that new needs may emerge.

- **Future Intake**

Information about future pupils is gathered through:

- Liaison with local early years providers and feeder settings
- Transition meetings and visits
- Information shared by parents and carers
- Advice and guidance from Local Authority services and external professionals

This enables the school to plan appropriate support, reasonable adjustments and transitions in advance wherever possible.

- **Audit of Current Practice**

The school has considered its current strengths and areas for development in relation to accessibility and inclusion through existing monitoring and review processes rather than a separate standalone audit.

Strengths identified include:

- A strong inclusive ethos and high expectations for all pupils
- Staff awareness of equality duties and inclusive practice, supported through training and professional dialogue
- Good participation of pupils with additional needs in lessons, enrichment activities, school visits and wider school life, with reasonable adjustments made where required

- Effective use of adaptive teaching and targeted support to enable access to the curriculum
- Positive relationships with parents, carers and external agencies

Areas for development identified include:

- Limitations within parts of the physical environment, particularly within the Key Stage 2 accommodation, where access is restricted by steps and the age of the building
 - The need to continue reviewing the sensory and physical environment to support pupils with a range of needs
 - Ensuring information continues to be shared in accessible formats, tailored to individual needs
- **Organisation, Curriculum and Information**

The school recognises that the way it is organised, including timetabling, use of space, off-site visits and daily routines, can impact on accessibility. These aspects are regularly reviewed to ensure reasonable adjustments are made for pupils with disabilities, including those with medical needs.

The curriculum is planned to be inclusive and ambitious for all pupils, with teaching adapted to meet a wide range of needs. Information for pupils and parents is provided in a range of formats and adapted as required to ensure accessibility.

- **Outcomes**

Due to the small cohort size, detailed outcome data for pupils with disabilities is not published within this plan. However, the school monitors progress, attendance, engagement and participation for all pupils, including those with disabilities, through its assessment and monitoring systems. This information is used to inform planning, support and review.

- **Use of Data**

To ensure information remains up to date and accurate, the school will:

- Continue to liaise with the Local Authority and external agencies
- Use transition information to plan support early
- Encourage open communication with parents and carers
- Review accessibility considerations through school improvement and premises planning
- Use existing knowledge and professional judgement to inform ongoing accessibility priorities

8.3 Views of those consulted during the development of the plan

The Accessibility Plan has been informed by the views and experiences of pupils, parents and carers, staff, governors and external professionals. Consultation has been proportionate to the size of the school and reflects existing, effective channels for communication and engagement.

- **Pupils**

The views and aspirations of pupils, including those with disabilities and additional needs, are gathered through:

- Daily interactions with staff
- Pupil voice activities appropriate to age and need
- Individual conversations and support reviews
- Informal feedback during lessons, transitions and enrichment activities

These views inform decisions about classroom practice, routines, access to learning, participation in school visits and wider school life, and reasonable adjustments required to support inclusion.

- **Parents and Carers**

The views and aspirations of parents and carers of pupils with disabilities are central to the school's planning. These are gathered through:

- Regular communication with class teachers and the SENCo
- Review meetings and transition discussions
- Informal conversations and written communication

Parents and carers are encouraged to share views on current provision and any barriers to access. This feedback has informed the school's approach to individual adjustments, communication methods and planning for future accessibility improvements.

- **Staff and Governors**

Staff views contribute significantly to accessibility planning through:

- SENCo oversight and professional dialogue
- Staff meetings and ongoing training
- Risk assessments and review of school practices

Governors, including the SEND Governor, are involved through:

- Governing body meetings and reports
- Policy review and approval
- Oversight of school improvement and premises planning

This ensures accessibility remains a strategic priority and is considered alongside safeguarding, curriculum and resource decisions.

- **External Agencies and the Local Authority**

The school works closely with external agencies and Local Authority services that support pupils with disabilities, including health, SEND and advisory services. Advice and guidance from these professionals informs:

- Planning for individual pupils
- Transition arrangements
- Identification of reasonable adjustments
- Longer-term accessibility priorities

The Accessibility Plan reflects the priorities of the Local Authority Accessibility Strategy and supports the school's commitment to inclusive provision.

- **Impact on Planning**

The views gathered from pupils, parents, staff, governors and external professionals have directly informed the priorities identified within this Accessibility Plan. Where reasonable and practicable, feedback has been used to:

- Shape actions within the Accessibility Action Plan
- Improve access to learning and the school environment
- Review policies and practices to reduce barriers

The school is committed to continuing this dialogue and reviewing the plan regularly to ensure it reflects the needs and aspirations of its community.

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

Penruddock Primary School is committed to progressively improving access to a full, broad and balanced curriculum for pupils with disabilities. This includes access to teaching and learning, enrichment opportunities and the wider life of the school, such as after-school clubs, educational visits and cultural activities.

The school will:

- Investigate how access to curriculum areas that may present barriers for pupils with disabilities can be improved through adaptation, support or alternative approaches.
- Review and develop strategies to increase participation and choice for pupils with disabilities across all aspects of school life.
- Work in collaboration with the Local Authority SEND services and external agencies to identify appropriate provision, pathways and support for individual pupils.
- Provide specialist resources, aids and equipment where required to support access to learning.
- Continue to seek and act upon advice from Local Authority advisory services, specialist teachers and relevant health professionals.
- **Teaching, Learning and Organisation**

Access to the curriculum is supported through:

- High-quality adaptive teaching and inclusive classroom practice
- Effective deployment of teaching assistants and support staff
- Flexible timetabling and grouping arrangements where appropriate
- Careful planning of transitions within the school day and between phases
- Risk assessments to ensure safe and inclusive participation in school visits and activities

Where necessary, reasonable adjustments are made through the SEND framework in line with the SEND Code of Practice.

- **Staff Training and Development**

The school recognises the importance of staff knowledge and confidence in supporting pupils with a wide range of needs. Training and professional development are planned to ensure staff are equipped to meet diverse needs, including:

- Inclusive classroom strategies
- Supporting pupils with medical or physical needs
- Understanding sensory and communication needs
- Working effectively with external professionals

Training needs are identified through performance management, SENCo oversight and school improvement priorities.

- **Pupil Participation and Wellbeing**

The school actively promotes the participation of pupils with disabilities in all aspects of school life. This includes:

- Ensuring access to after-school clubs and enrichment opportunities
- Supporting attendance and engagement through positive relationships and early intervention
- Promoting pupil voice and peer support
- Ensuring pupils with disabilities are represented positively within school culture and learning materials

Parents and carers are seen as partners in supporting pupils' learning and are actively involved in planning and review.

- **Monitoring and Evaluation**

Responsibility for planning, monitoring and evaluating access to the curriculum lies with:

- The SENCo
- Class teachers
- Senior leaders
- The governing body, including the SEND Governor

Progress against actions is monitored through:

- Pupil progress meetings and SEND reviews
- Monitoring of participation, attendance and engagement
- Governor oversight and reporting
- Review of feedback from pupils, parents and external agencies

Actions identified to improve curriculum access are recorded within the Accessibility Action Plan and reviewed regularly to ensure progress and impact.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

Penruddock Primary School is committed to improving access to the physical environment so that pupils, parents, carers, staff and visitors with disabilities are able to access the school site and its facilities as fully as possible.

When planning and undertaking future improvements, refurbishments or reorganisation of the site and premises, the school will take account of the needs of individuals with physical disabilities and sensory impairments. This includes consideration of access, lighting, acoustics, colour contrast, signage and the suitability of facilities and fittings. These considerations are made regardless of whether the school currently has pupils or visitors with disabilities, in order to plan proactively for future needs.

- **Planning and Prioritisation**

Improvements to the physical environment are identified and prioritised through:

- Ongoing review of accessibility through school self-evaluation and improvement planning
- Knowledge of the site, including limitations arising from the age and layout of buildings
- Advice and guidance from the Local Authority, where necessary and appropriate
- Feedback from pupils, parents, carers, staff and external professionals
- Consideration of health and safety requirements and reasonable adjustments

Where appropriate, information from previous premises reviews or Local Authority accessibility or asset management processes is used to inform planning.

- **Physical Access and Facilities**

The school recognises that the physical environment includes, but is not limited to:

- Entrances and exits, including emergency evacuation routes
- Steps, stairways and changes in level
- Internal and external doors, gates and circulation spaces
- Toilets and washing facilities
- Lighting, ventilation, acoustics and heating
- Floor coverings, furniture and signage
- Outdoor areas, including playgrounds and access routes

The school will investigate and, where reasonably practicable, implement improvements to increase accessibility to different curriculum areas and to support access for disabled parents and adult users of the site.

- **Aids and Equipment**

Aids to support access to education may include:

- Physical aids such as handrails, ramps, adapted furniture or adjustable lighting
- ICT and assistive technology, including adapted hardware or software

- Specialist equipment to support pupils with physical or sensory needs

The provision of specific physical adaptations, such as handrails or specialist fittings, is considered on an individual basis in response to identified needs and is subject to risk assessment, professional advice and reasonable practicability.

Provision of individual specialist equipment is usually made through the SEND framework, while broader environmental improvements are addressed through accessibility planning in line with the school's planning duty under the Equality Act.

- **Monitoring and Governance**

Responsibility for planning, monitoring and evaluating improvements to the physical environment rests with:

- The Headteacher and senior leadership team
- The SENCo (where accessibility intersects with SEND provision)
- The governing body, including oversight of premises and accessibility priorities

Progress and priorities are reviewed regularly and reported to governors through relevant committees and meetings. Actions identified to improve physical access are recorded within the Accessibility Action Plan, with timescales and responsibilities clearly identified.

9.3 Improving delivery of information that is provided in writing for disabled pupils

Penruddock Primary School is committed to improving the delivery of information provided in writing so that pupils, parents, carers, staff and visitors with disabilities are able to access information effectively and in a timely way.

The school will strive to ensure that information is clear, accessible and, where required, available in alternative formats to meet individual needs.

- **Access to Written Information**

The school will:

- Consider font size, layout and presentation when producing written materials to support accessibility, particularly for pupils and adults with visual impairments.
- Investigate and use alternative ways of providing access to information, learning activities and communication, including the use of digital formats and assistive technology.
- Make reasonable adjustments to the format of written information such as letters, handouts, timetables, policies, school reports and information about school events.
- Provide information orally or in alternative formats where appropriate, taking account of individual needs and preferred methods of communication.
- Make itself aware of Local Authority services and external support available to provide information in alternative formats, such as large print or audio, where required or requested.

Information will be provided in alternative formats within a reasonable timeframe, reflecting individual needs and practical considerations.

- **Parents, Carers and Adult Users of the Site**

The school recognises the importance of effective communication with disabled parents, carers and other disabled adult users of the site. Where necessary, reasonable adjustments will be made to ensure information is accessible, including:

- Providing information in alternative formats on request
 - Supporting access to information at meetings or events
 - Considering the needs of individuals with communication difficulties or English as an additional language
- **Planning, Monitoring and Governance**

Responsibility for planning and overseeing access to information lies with:

- The Headteacher and senior leadership team
- The SENCo, where information access intersects with SEND provision
- Teaching and support staff, as appropriate

The governing body monitors this aspect of accessibility through policy review and reporting from school leaders. The effectiveness of arrangements is reviewed regularly, and actions to improve access to information are recorded within the Accessibility Action Plan.

9.4 Financial planning and control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

The implementation of the Accessibility Plan is overseen by the school's senior leadership team and governing body. Responsibility for ensuring that accessibility remains a priority is embedded within existing leadership, monitoring and school improvement processes.

Rather than undertaking a separate standalone disability audit, the school uses a range of existing mechanisms to identify strengths, barriers and priorities for improvement. These include:

- School self-evaluation and improvement planning
 - SENCo monitoring and review
 - Pupil progress and inclusion discussions
 - Feedback from pupils, parents, carers, staff and external professionals
- **Action Planning and Review**

As a result of ongoing review and evaluation, the school will:

- Produce and maintain an Accessibility Action Plan with clear actions, responsibilities and timescales
 - Integrate accessibility priorities into the wider School Development Plan, premises planning and SEND provision where appropriate
 - Modify actions in response to feedback from stakeholders and emerging needs
 - Present the Accessibility Plan and associated actions to the governing body for approval and oversight
- **Staff Awareness and Engagement**

Accessibility is promoted through:

- Regular professional dialogue and staff meetings
- Targeted training and guidance where needs are identified
- Clear leadership expectations that inclusion and accessibility are core responsibilities for all staff

This ensures that the Accessibility Plan is understood and embedded in practice, rather than treated as a separate or additional requirement.

- **Governance and Monitoring**

The governing body monitors the implementation of the Accessibility Plan through:

- Policy review and approval
- Reports from the Headteacher and SENCo
- Oversight of progress against agreed actions

The Accessibility Plan is reviewed at least every three years, or earlier if significant changes to the school population, premises or legislation occur.

10.2 Monitoring

Penruddock Primary School recognises that effective monitoring is essential to ensure that pupils with disabilities are not disadvantaged and that the Accessibility Plan leads to meaningful action and improvement.

Monitoring of accessibility is embedded within the school's existing evaluation and review processes and is proportionate to the size of the school.

- **What Will Be Monitored**

The school will monitor:

- Progress against actions identified in the Accessibility Action Plan
- Access to the curriculum, including participation in lessons, enrichment activities and school visits
- The effectiveness of reasonable adjustments made for pupils with disabilities

- Physical accessibility of the school environment, including any improvements or adaptations made
- Access to information for pupils, parents and carers, including the effectiveness of alternative formats where provided
- Attendance, engagement and participation of pupils with disabilities
- Feedback from pupils, parents, carers, staff and external professionals
- How Monitoring Will Take Place

Monitoring will be undertaken through:

- SENCo monitoring and review processes
- Pupil progress meetings and SEND reviews
- Leadership monitoring and school self-evaluation
- Feedback from pupils and parents, gathered through formal and informal means
- Governor oversight, including review of policies and reports

Monitoring outcomes will be used to inform future action planning and, where necessary, adjustments to practice or provision.

- Evaluation of Impact

The success of the Accessibility Plan may be evaluated through:

- Achievement of identified actions and milestones
- Improvements in physical accessibility of the school buildings and site
- Increased participation of pupils with disabilities in all aspects of school life
- Positive feedback from pupils, indicating that they feel included and supported
- Increased confidence of staff in supporting pupils with additional needs
- Evidence that barriers to participation are being reduced or removed
- Improved outcomes for pupils with disabilities, where measurable
- External validation, including feedback from Ofsted inspections and Local Authority engagement

- Governance and Reporting

The governing body has a key role in monitoring the effectiveness of the Accessibility Plan. Governors will:

- Review the plan and associated action plans regularly
- Receive updates on progress through Headteacher and SENCo reports
- Comment on the Accessibility Plan and any revisions within the annual report to parents

The Accessibility Plan will be reviewed at least every three years, or sooner if required, to ensure it remains relevant, effective and responsive to the needs of the school community.

10.3 The role of the LA in increasing accessibility

Penruddock Primary School works in partnership with the Local Authority to support the effective implementation of its Accessibility Plan, where relevant and appropriate.

The Local Authority supports the school by:

- Providing advice, guidance and training opportunities related to inclusion and accessibility for staff and governors
- Sharing information and good practice to support inclusive provision
- Facilitating liaison with specialist services and, where appropriate, between mainstream and special schools
- Ensuring the school is aware of support services available to advise on meeting the needs of pupils with disabilities
- Providing specialist input to support planning and decision-making around accessibility and inclusion
- Advising on building adaptations where these form part of wider refurbishment or capital works
- Providing guidance on how information can be made available in alternative formats when required

The school makes use of Local Authority support in a way that is proportionate to need and aligned with school priorities. Advice and guidance received from the Local Authority informs accessibility planning, SEND provision and school improvement activity.

The governing body may comment in its annual report to parents on the impact of Local Authority support in relation to accessibility and inclusion, where relevant.

10.4 Accessing the school's plan

Penruddock Primary School is committed to ensuring that its Accessibility Plan is easy to access and available to all members of the school community.

The school recognises that accessibility also includes how information is presented and displayed across the school environment. As part of ongoing review, the school will consider actions such as:

- Exploring the use of symbol-supported software or visual aids to support pupils with reading or communication difficulties
- Raising staff awareness of font size, colour palettes and page layout to support pupils with visual impairments
- Reviewing library stock to ensure a range of large-print and accessible texts are available
- Reviewing signage around the school to ensure it is clear, accessible and appropriate for all users
- Reviewing how learning materials and displays are presented to support accessibility and reduce barriers
- Availability of the Plan

The Accessibility Plan will be made available through:

- Publication on the school website, accessible to all visitors
- Reference within school communications, such as the Headteacher's newsletter
- Discussion at appropriate parent meetings or forums, where relevant

The school will ensure that the plan can be provided in alternative formats upon request and within a reasonable timeframe. Requests for alternative formats will be considered on an individual basis, taking account of available resources and practical considerations.

- **Ongoing Support and Implementation**

The school will work to achieve successful implementation of the Accessibility Plan through continued support, including:

- Training and awareness opportunities for staff and governors relating to equality, inclusion and accessibility
- Targeted training where specific needs are identified
- Collaboration with other local schools and settings, including special schools where appropriate
- Sharing of good practice and professional dialogue
- Seeking advice and support from external services, agencies and organisations as required

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum details
Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedure

The Accessibility Action Plans that follow are informed by the school's self-evaluation, School Development Plan and Headteacher's reports, alongside current guidance from the Equality Act 2010, the SEND Code of Practice and best practice in inclusive education. As a small rural primary school with an older and constrained site, Penruddock Primary School has adopted a proportionate, needs-led approach to accessibility planning. Actions focus on removing barriers to learning, participation and access for the whole school population, while allowing for individual reasonable adjustments to be made through SEND processes where required. Rather than relying on prescriptive or diagnosis-led actions, the plans prioritise high-quality adaptive teaching, inclusive practice, thoughtful use of the physical environment and accessible communication. This approach ensures the school is well prepared to meet current and future needs, while remaining realistic, responsive and sustainable.

PENRUDDOCK PRIMARY SCHOOL					
ACCESSIBILITY PLAN 2025 – 2028					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Ensure all pupils, including those with disabilities and SEND, can access a broad and balanced curriculum	Embed high-quality adaptive teaching across all classes through planning, teaching and assessment	Pupils with disabilities access the full curriculum and make strong progress from their starting points	2025–2028 (ongoing)	Lesson observations, pupil outcomes and monitoring show effective adaptation and inclusive practice	
Improve staff confidence and consistency in inclusive curriculum delivery	Provide targeted CPD on adaptive teaching, SEND strategies, and inclusive classroom practice, informed by SEF and SDP priorities	Staff confidence increases and inclusive strategies are used consistently across the school	Annual review	Staff feedback, CPD records, improved classroom practice	
Increase participation of pupils with disabilities in enrichment and wider curriculum opportunities	Review access arrangements for trips, clubs and enrichment activities and make reasonable adjustments where needed	Pupils with disabilities participate fully in enrichment, clubs and educational visits	Ongoing	Participation data and pupil voice show improved access	
Strengthen early identification of barriers to curriculum access	Use assessment, observation and transition information to identify barriers early and plan timely support	Barriers to learning are identified early and addressed effectively	Ongoing	SENCo records, support plans and progress data	
Ensure curriculum planning reflects diverse needs and starting points	Review curriculum plans to ensure flexibility, progression and access for all learners, including mixed-age classes	Curriculum is ambitious and accessible for all pupils	Annual curriculum review	Curriculum documentation and monitoring evidence	
Improve use of support staff to enhance curriculum access	Review deployment of teaching assistants to ensure they support independence and curriculum access effectively	Support staff enhance learning without creating dependency	Annual review	Monitoring of TA impact and pupil independence	
Strengthen pupil voice in shaping curriculum access	Use pupil voice activities to gather feedback on access, engagement and inclusion	Pupils feel listened to and supported; barriers are identified and reduced	Ongoing	Pupil voice records and resulting actions	

Appendix A(i)

Ensure SEND Code of Practice principles are embedded in curriculum delivery	Align curriculum access with SEND processes, including graduated response and review cycles	Curriculum access is coherent and well-integrated with SEND support	Ongoing	SEND reviews and monitoring evidence	
Maintain strong communication with parents/carers to support curriculum access	Regular dialogue with parents/carers to review access arrangements and curriculum participation	Parents feel informed and confident that barriers are being addressed	Ongoing	Parent feedback and review notes	

PENRUDDOCK PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025 – 2028

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Asset Management Plan / Access Audit has not been formally commissioned in the current cycle. Actions below are informed by ongoing premises review, accessibility planning, SENCo oversight, and advice from the Local Authority where appropriate.

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
N/A	Review physical access across the site	Undertake an internal review of site access, including entrances, circulation spaces and changes in level, to identify barriers and prioritise reasonable adjustments	Autumn 2025	£0	Headteacher / Governors	
N/A	KS2 access and circulation	Review access arrangements to KS2 classrooms, including steps and internal circulation, and consider reasonable short- and long-term adjustments	2025–2026	£	Headteacher / Governors / LA advice	
N/A	Toilet provision	Review access to toilet facilities across the site and consider options to improve accessibility for KS2 pupils and adult users	2025–2027	£££	Governors / LA	
N/A	Sensory environment	Review classroom and shared spaces to reduce visual clutter and sensory overload, including consideration of colour, displays and layout	2025–2026	£	Headteacher / SENCo	
N/A	Quiet / breakout space	Identify and develop a suitable calm or quiet space to support pupils who require sensory regulation or time away from busy areas	2025–2027	££	Headteacher / Governors	
N/A	Storage & lockers	Review storage and cloakroom arrangements to improve organisation, circulation and reduce sensory overload	2025–2026	£	Headteacher	
N/A	Learning environment	Gradually update décor and furnishings to support a calm, inclusive learning environment aligned with sensory-friendly principles	Ongoing	££	Headteacher / Governors	
N/A	Handrails and physical aids	Consider the provision of handrails or other physical adaptations on an individual basis in response to identified need, subject to risk assessment and professional advice	As required	£	Headteacher / SENCo	

Appendix A(ii)

N/A	Signage and wayfinding	Review signage around the school to ensure it is clear, accessible and supportive for all users	2025–2026	£	Headteacher	
N/A	Outdoor access	Review access to outdoor learning areas, including playgrounds, field and Forest School spaces, to ensure reasonable access for all pupils	Ongoing	£	Headteacher	
N/A	Emergency evacuation	Review emergency evacuation procedures to ensure they meet the needs of pupils and visitors with disabilities	Annual	£0	Headteacher	
N/A	Capital funding	Monitor opportunities for LA or capital funding to support larger-scale accessibility improvements	Ongoing	£	Governors	

PENRUDDOCK PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025 – 2028

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Ensure written information is accessible to pupils with disabilities	Review and improve presentation of written materials (font size, layout, colour contrast and clarity) used in classrooms and shared spaces	Written information is clearer and more accessible for pupils with visual or processing needs	2025–2026	Monitoring shows improved accessibility of classroom materials	
Improve access to information for pupils with reading or communication difficulties	Explore and use appropriate visual supports, symbols or digital tools where beneficial	Pupils are better able to understand and access written information	Ongoing	Evidence from classroom practice and pupil engagement	
Improve access to written information for parents and carers with disabilities	Provide written information in alternative formats on request (e.g. large print, digital copies) within a reasonable timeframe	Parents and carers can access school information effectively	Ongoing	Parent feedback and records of requests met	
Ensure accessibility of key school documents and communications	Review key documents (letters, policies, reports, website content) to ensure accessibility and clarity	School communications are accessible to a wide range of users	Annual review	Website and document checks completed	
Improve accessibility of information at meetings and events	Consider reasonable adjustments to support access to information at meetings (e.g. clear agendas, follow-up notes)	Parents and carers are able to access and understand information shared	Ongoing	Feedback from parents and carers	
Increase staff awareness of accessible communication	Raise staff awareness of inclusive communication strategies through guidance and professional dialogue	Staff consistently use accessible communication approaches	Annual review	Staff confidence and practice improved	
Ensure library and learning resources are accessible	Review availability of large-print, accessible and easy-read texts within the school	Pupils can access reading materials suited to their needs	2025–2027	Library audit completed and resources updated	

Monitor effectiveness of access to information	Review requests, feedback and outcomes to identify any ongoing barriers	Barriers are identified early and addressed	Ongoing	Monitoring records and action updates	
Ensure communication methods remain accessible and effective	Review and use digital communication methods to support accessible information sharing with parents and carers	Parents and carers can access information in formats that meet their needs	Ongoing	Review shows communication methods are accessible and effective	

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