Accessibility Plan 2026-2027

Approved: October 2026

Review Date: October 2027

Purpose of the plan
The purpose of this plan is to show how Istead Rise Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability
A person has a disability 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 carry out normal day to day activities.

Legal Background
From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
● Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
● Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
● Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Istead Rise Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Istead Rise Primary School comprises two buildings, spread over a large site that includes two fields, three playgrounds, a forest and a swimming pool. The KS1 building is a one storey building, the majority of which is accessible for a child in a wheelchair. The KS2 building is made up of three different levels. All parts of the building are accessible for a child in a wheelchair, however only by using exterior doors. There is no internal lift and no space for this to be positioned to improve accessibility. The gradient between the KS1 and KS2 building is steep, which makes navigating the site in a wheelchair difficult. Access to the forest is also very steep, with uneven steps leading from the entrance into the main part of the forest.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality & Inclusion				
To improve staff awareness of disability	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community are aware of issues	Ongoing	
To ensure that all policies consider the implications of disability access	Consider during review of policies.	Policies reflect current legislation	Ongoing	
Physical Environment				
To provide identified parking space for PD visitors to the school	Parking bay is available in the KS2 car park.	There is a dedicated disabled parking space available	Ongoing	

Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo and Inclusion Lead to review the needs of children and provide training for staff as needed.	Staff have the skills to enable all children to access the curriculum.	Ongoing	
To provide specialist equipment to promote participation in learning	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, ear defenders etc.	Children will develop independent learning skills	Reviewed termly by CTs and Inclusion	

			Leader	
Ensure all pupils on the SEN register have their provision on Personalised Plans or Provision Maps.	Personalised Plans in place for children who have multiple interventions or provisions. Provision Maps in place for each year group, outlining clear interventions and covering all provision that is not already on a Personalised Plan.	Learning needs of all SEN and vulnerable pupils are met.	Reviewed At end of terms 1,3 and 5 by CTs, SENCo and Inclusion Leader	
Communication/Information				
To ensure that parents with disabilities can access parents' evenings.	Parent meetings held in accessible rooms of the school. Staff to hold meetings over the phone or provide written points to parents. Interpreters arranged and funded by the school if needed.	All parents are informed of their child's progress.	As needed	
To provide parents with written information in alternative forms.	Use of text messaging and personalised phone calls/meetings with parents. Increase the amount of information published on the website. Provide letters in different languages if needed.	Written information will be provided in alternative forms as necessary.	As needed	