

Accessibility Plan



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Aims

Pot Kiln Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Pot Kiln Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
 2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 3. Improve the availability of accessible information to disabled pupils
- The Accessibility Plan will be published on the school website. The Pot Kiln Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy
- Teaching and Learning policy
- Character and Culture policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

Pot Kiln Primary Accessibility Plan 2025-2028

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum Our aim at **Pot Kiln** is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. LSPs Care plans	Autumn term 2025	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	Deputy Head for Inclusion SENDCo SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	Up-to-date Assessments and EHCPs - Rooms for meetings - Diary dates	On-going	Increased engagement of parents
Effective communication and engagement of pupils	HT/ SLT	Teachers and SEN team to produce pictures / symbols to support the written word. Using the accessibility functions on school iPads Large print/ colour background resources available	To ensure communications to pupils and parents are available in an appropriate format for those with additional and specific needs/ disabilities. To ensure that all staff use the software available in school to support learners with reading/ writing difficulties, including those who have difficulty accessing text due to a disability.	Sept 2026 Ongoing	Effective communication of information about any disabilities within the school community, shared with all staff pupils may interact with over the school day/ week. Evidence that appropriate considerations and reasonable adjustments have been made (i.e. use of assistive technology to support learning, large font/ easy to read texts available, use of radio aids for hearing impaired)

Effective communication with nurseries and schools to provide a quality transition.	EYFS Leaders SENDCo	To identify pupils who may need additional support or different provision for the September and mid-year intake. Home visits SENDCo to attend local SEND Hub and build relationships with local SENDCOs	Teacher/ SENDCo time	On-going	Transition for children from nurseries and other onward journeys are smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	DHT SENDCo	Staff training – website modules. SEND TA to support in-house training of other LSAs Staff meeting used to address inclusive practice SENDCo to complete staff training sessions.	Staff meetings TA training Website modules SENDCo/ Teacher time	Sept 25 – July 26	Staff increased confidence in adapting the curriculum. Children engagement/participation in curriculum improved.
Use appropriate assessment tools and activities for children working pre-key stage	SENDCo	Ensure staff are familiar with available tools and resources to complete this.	SENDCo time Teacher time	Sept 25 – July 26	Children working at pre-key stage have consistent approaches for assessment.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Head DHT SENDCo Office staff	Collect all information from parent meetings. Liaise with external agencies. Identify training needs.	Staff meeting LSA training	On-going	All advice acted upon. All pupils' medical needs are met.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	iPad's available to support children with difficulties. Sloping boards to support physical needs. Coloured overlays and paper for visual and dyslexia support. Wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys, visual timetables.	Audit of equipment needs. Staff training Cost of resources	Sept 25 – July 26 and on-going	SEND children have appropriate equipment and resources to support learning and remove barriers.
Appropriate use of intervention and their success and impact on progress	Head DHT SENDCo	Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/phases to give more opportunities to attend. Improve gross and fine motor skills interventions Improve sensory interventions	Insight Training on new interventions. Resources required to deliver interventions.	Sept 25 – July 26	Progress and attainment for all children is accelerated.

All children are visible in curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make conscious effort to show a variety of people with additional needs in their classroom practice.	Books	Sept 25 – July 26	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
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2. Improving access to physical environment

To improve the physical environment of the school to increase the extent to which disabled/SEND pupils can take advantage of education and associated services.

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
School access evaluated to support SEND/attendance needs	Head DHT SENDCo	Enable soft start routines to support attendance. Use of other access points/gates to provide support.	SLT SENDCo	Autumn term 2025	All SEND pupils are supported to achieve good attendance
Ensure all children feel safe and involved at playtimes	Deputy Head for Inclusion SENDCo SLT	Year 6 play leaders to encourage participation in games. Duty staff to monitor and identify issues	Training for play leaders. Buddy system for new/vulnerable children	On-going	Children feel safe in school. Evidenced through pupil survey
Ensure all trips are accessible for all children	Head DHT SENDCo	Ensure trip visits are carried out. Ensure all children are included in the risk assessment and appropriate support is put in place.	Risk assessments Pre-visits	On-going	All SEND children are able to access trips at Pot Kiln.
Maintain safe access round the interior and exterior of the school.	Head School Business Manager Site Manager	Ensure all areas are safe and cleared to ensure all children are safe and walkways are clear. Communication with parents through letters, newsletters, website and staff.	Premises meetings Safety walks	On-going	There is safe access throughout the school.
Ensure access for all SEND children at After school/Breakfast clubs and reasonable adjustments are made to enable participation.	ASC staff BC staff SENDCo	Audit SEND children use of clubs. Risk assessments in place.	Registers of clubs Risk assessments	On-going	Increased access of SEND children at clubs.

3. Improve access and delivery of written information

To improve the delivery of information for all pupils and parents.

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	DHT SENDCo Office staff	Ensure documentation are accessible to everyone using commonly known vocabulary. Office to be aware of parents	DHT time Office time	On-going	All parents able to access information relating to the school.

		who may need support accessing materials.			
Ensure written materials are available in alternative formats	SENDCo DHT Office staff	Google translate and any written letters translated to make accessible. Ensure visual impairment options available: enlarge print/braille Parents supported with completing forms when required.	Google translate Office time DHT time	On-going	Parents able to access all information.
Improve use of pictorial communication systems	DHT SENDCo	Use of social stories, word mats, visual timetables. SENDCO/SEN TA to support staff with improving this practice.	Training Time for meetings	Autumn term 2025	All staff aware of disabilities of children in their classes.