



ST IVES JUNIOR SCHOOL

'Learning together, free to fly'

-Together, we thrive in a nurturing, inspiring community.

Together, we learn to succeed in an ever-changing world.-

ACCESSIBILITY PLAN 2026–2029

Members of staff responsible	SENDCo / Headteacher
Governor oversight	SEND Governor / Full Governing Body
Approved by	Full Governing Body
Plan period	September 2026 – September 2029
Annual review	At least annually, with full review by September 2029

Governor Review Summary – September 2026

- Replaces the previous 2021–2026 plan and outdated 2021/22 audit actions.
- Retains the three statutory accessibility planning duties: curriculum participation, physical environment and accessible information.
- Updates the plan to reflect current Equality Act duties and the DfE's 2026 Inclusive Education Estates guidance.
- Introduces a clearer 2026–2029 action plan with responsibilities, timescales, success criteria and annual review.
- Strengthens neuro-inclusive and sensory accessibility, including acoustics, lighting, calm/regulation spaces, visual supports and predictable environments.
- Retains known site-access issues from the previous plan as matters to re-audit rather than assuming they remain unchanged.
- Removes blanket assumptions that disabled pupils require adult assistance and instead bases support on individual need, independence and reasonable adjustment.
- Links accessibility planning more clearly with SEND, equality, premises management, health and safety, educational visits and emergency planning.

1. Aims

Schools are required under Schedule 10 of the Equality Act 2010 to prepare and implement an accessibility plan. St Ives Junior School's plan is designed to improve access for disabled pupils over time and forms part of our wider commitment to inclusion, equality and participation.

The statutory purposes of this plan are to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided or offered by the school
- improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.

The school aims to anticipate and remove barriers wherever reasonably possible rather than waiting until an individual pupil is disadvantaged. Accessibility is considered broadly and includes physical, sensory, communication, cognitive, medical and neurodevelopmental needs.

The plan will be available on the school website and a paper copy will be provided on request.

2. Legislation and guidance

This plan has regard to:

- the Equality Act 2010, including the reasonable-adjustment duty and Schedule 10 accessibility planning duties
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- the Children and Families Act 2014 and associated SEND Regulations
- Department for Education guidance: Equality Act 2010 – advice for schools
- Department for Education guidance: Inclusive education estates (June 2026)
- Department for Education requirements for maintained schools to publish SEND information, including information about the school's Accessibility Plan.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Schools must make reasonable adjustments to avoid substantial disadvantage to disabled pupils. This may include changes to provision, policies and practices and the provision of auxiliary aids and services.

Accessibility planning is strategic and forward-looking. It complements, but does not replace, the duty to make reasonable adjustments for individual pupils.

3. Our approach to accessibility

St Ives Junior School is committed to providing an environment in which disabled pupils, staff, parents/carers and visitors are welcomed, respected and able to participate as fully as possible.

In planning accessibility improvements, the school will:

- listen to pupils and families and take account of lived experience
- work with relevant health, SEND, local authority and specialist professionals
- consider accessibility when planning curriculum, staffing, technology, premises works and purchases
- consider sensory and neuro-inclusive accessibility as well as physical access
- make individual reasonable adjustments promptly where a pupil would otherwise be substantially disadvantaged
- seek to promote independence rather than automatically providing adult assistance
- consider accessibility when planning educational visits, clubs, performances, sports and other enrichment activities
- allocate reasonable resources to implement the priorities identified in this plan.

4. Current school environment and accessibility

The school occupies a predominantly ground-level site. The main entrance is approached by a level paved route and access controls are positioned at an accessible height. Reception has visibility of the main approach.

The school currently has accessible routes to key areas including the main entrance, library, hall/canteen and playground/garden areas. Accessible toilet provision is available within the school. Some external and internal routes include ramps, and some exits to playground areas have previously been adapted to improve access.

The previous Accessibility Plan identified a number of physical-access matters requiring review, including wheelchair access to the staffroom, the width of a ramp route near the library/hall, some stepped exits, accessible changing/shower provision, disabled parking signage and the availability of a hearing induction loop. These points will be re-audited during 2026/27 rather than assumed to remain unchanged.

The school also recognises that an accessible environment includes acoustics, lighting, ventilation, wayfinding, visual clarity, calm spaces, opportunities to regulate and environments that reduce unnecessary sensory overload. These areas are included in the 2026–2029 action plan.

5. Accessibility Action Plan 2026–2029

Priority / barrier	Action	Lead	Timescale	Success criteria / evidence
A. Curriculum access – staff knowledge	Maintain a rolling programme of SEND/disability awareness and need-specific training. Identify additional training promptly when pupils join or needs change.	SENDCo / SLT	Ongoing; reviewed annually	Staff can explain and implement appropriate reasonable adjustments; pupil/parent voice and monitoring show improved access.
A. Curriculum access – adaptive teaching	Ensure curriculum planning, resources, teaching approaches and assessment arrangements anticipate barriers and use adaptive teaching, scaffolds, assistive technology and auxiliary aids where appropriate.	SENDCo / Curriculum leads / teachers	Ongoing	Disabled pupils participate in the full curriculum and make progress from their starting points; monitoring identifies barriers and actions.
A. Curriculum access – enrichment	Review trips, clubs, PE, music, performances, residential and other enrichment at planning stage so disabled pupils are included through reasonable adjustments wherever possible.	Trip/activity leaders / SENDCo	Ongoing	Participation data and pupil voice show disabled pupils are not unnecessarily excluded from wider school life.
A. Curriculum access – regulation and sensory needs	Review access to calm/low-arousal spaces and classroom regulation resources. Use individual plans and pupil voice to identify what supports regulation, transitions and re-engagement.	SENDCo / SLT	2026/27 then ongoing	Pupils who need regulation support can access suitable spaces/resources without unnecessary loss of learning.
A. Curriculum access – assistive technology	Audit current assistive technology and accessibility features, including text-to-speech, speech-to-text, magnification, audio, alternative	SENDCo / Computing lead	By July 2027; annual review	Technology required by identified pupils is available, usable and embedded in learning.

	keyboards/input and visual-support tools; provide training where needed.			
B. Physical environment – full access audit	Complete a new physical-access walkthrough/audit, including a structured 'day in the life' perspective for pupils with different needs. Confirm the status of issues identified in the previous plan.	SENDCo / Headteacher / Premises lead / SEND Governor	By Spring 2027	A current, evidenced audit identifies barriers, quick wins, capital priorities and responsible actions.
B. Physical environment – staffroom and internal routes	Confirm current wheelchair access to the staffroom, internal doorways and ramp route near the library/hall. Obtain competent premises/accessibility advice where a barrier remains.	Headteacher / Premises lead	2026/27	Current access position documented; reasonable alternatives and/or improvement works identified and prioritised.
B. Physical environment – exits and evacuation	Audit accessible evacuation routes from areas used by disabled pupils, staff and visitors. Develop or update Personal Emergency Evacuation Plans (PEEPs) where individual needs require them.	Headteacher / Premises lead / SENDCo	Autumn 2026 then ongoing	Safe evacuation arrangements are documented and practised; individual PEEPs are current where required.
B. Physical environment – parking and arrival	Check disabled parking provision, signage, drop-off/collection arrangements and accessible route from parking to Reception.	Premises lead / Headteacher	By Spring 2027	Accessible parking/drop-off arrangements are clearly identified and usable.
B. Physical environment – toilets/changing	Review accessible toilet and changing/shower facilities against current pupil/staff needs and professional advice; identify any necessary adaptation or capital work.	Headteacher / SENDCo / Premises lead	2026/27	Facilities meet identified needs or an agreed improvement plan and reasonable interim arrangements are in place.

B. Physical environment – sensory inclusion	Use the 2026 DfE Inclusive Education Estates guidance to review acoustics, lighting, glare, visual clutter, temperature/ventilation, wayfinding and access to quieter spaces. Prioritise high-impact, proportionate adaptations.	Headteacher / SENDCo / Premises lead	2026–2029	Annual review records completed adaptations and pupil/staff feedback; sensory barriers reduce.
B. Physical environment – hearing/visual access	Review whether fixed or portable hearing-assistance technology, improved signage, contrast markings or other aids are required for current or anticipated needs.	SENDCo / Premises lead	By July 2027; then as need arises	Appropriate aids/adaptations are available where identified by assessment or professional advice.
C. Accessible information – formats	Provide school information in accessible formats within a reasonable timeframe where required, including large print, simplified/visual versions, electronic formats or other formats identified for an individual.	Office team / SENDCo / SLT	Ongoing	Families and pupils can request and receive information in a format they can access.
C. Accessible information – pupil materials	Ensure learning materials can be adapted for visual, hearing, communication, literacy or processing needs, including enlarged text, visual supports, audio/digital access and simplified layouts where appropriate.	Teachers / SENDCo	Ongoing	Pupils can access key learning information without avoidable barriers.
C. Accessible information – website/digital communication	Review key website and parent communication practices for accessibility, including readable layout, meaningful headings, accessible documents	SLT / Office / Computing lead	2026/27 then annual review	Key published information is accessible and barriers identified through feedback are acted upon.

	and alternatives to image-only information.			
C. Communication needs	Identify pupils who require alternative or augmentative communication, symbols, signing or specialist communication support and implement professional recommendations.	SENDCo / teachers	As required; reviewed at least annually	Communication systems are consistently available across the school day and understood by relevant staff.

The actions below are organised around the three statutory strands. Progress will be reviewed at least annually and the plan may be amended sooner where pupil need, building changes, professional advice or new guidance identifies a priority.

6. Individual reasonable adjustments

The action plan does not replace individual reasonable adjustments. Where a disabled pupil is, or is likely to be, substantially disadvantaged, the school will consider and implement reasonable adjustments without waiting for the next formal review of this plan.

Adjustments will be individual and may include changes to routines, teaching, communication, equipment, environment, access, supervision, timetabling or participation. The school will seek to maximise the pupil's independence, dignity, safety and inclusion.

Individual risk assessments, healthcare plans, SEND plans, access plans or Personal Emergency Evacuation Plans will be used where appropriate.

7. Access for parents/carers, staff and visitors

Where possible, the school will establish accessibility or communication requirements before planned visits and meetings and will make reasonable arrangements to enable participation.

Visitors and members of the school community may request assistance or an alternative format for information. Where an area of the building is not accessible, the school will consider a suitable accessible alternative location while longer-term improvements are assessed.

Employment-related reasonable adjustments for disabled staff are considered under the Equality Act 2010 and relevant employment and health-and-safety arrangements.

8. Emergency and evacuation arrangements

Emergency arrangements will take account of the needs of disabled pupils, staff and visitors. Where an individual may require additional assistance to evacuate safely, a Personal Emergency Evacuation Plan or other appropriate individual arrangement will be developed.

Emergency procedures will not assume that all wheelchair users, hearing-impaired pupils or other disabled people require the same support. Arrangements will be based on individual need and reviewed when circumstances change.

9. Consultation and pupil voice

The school will involve relevant stakeholders in accessibility planning. This may include disabled pupils, parents/carers, staff, governors, local authority advisers, health professionals and specialist services.

Pupil voice will be used to understand the practical experience of moving around the site, participating in lessons and activities, managing sensory demands and accessing information. Where appropriate, structured walkthroughs or 'day in the life' approaches will be used to identify barriers that may not be obvious to adults.

10. Monitoring, review and publication

The SENDCo and Headteacher will monitor progress against the action plan. Progress will be reported to the SEND Governor and/or Governing Body at least annually.

The action plan will be treated as a live document. Completed actions may be replaced by new priorities where audits, pupil need, incidents, building work or consultation identify further barriers.

A full Accessibility Plan will be prepared at least every three years. This plan covers September 2026 to September 2029 and may be revised sooner where necessary.

The current plan will be published on the school website and referenced through the school's SEND information. Paper copies will be available free of charge on request.

11. Links with other policies and documents

- SEND Policy and SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Premises Management Policy
- Supporting Pupils with Medical Conditions / Administration of Medicines Policy
- First Aid Policy
- Positive Relationships and Behaviour for Learning Policy

- Curriculum Policy
- Educational Visits Policy
- Fire Risk Assessment and emergency procedures
- Personal Emergency Evacuation Plans (where applicable)
- School Improvement Plan.

Appendix 1 – Physical and Sensory Accessibility Walkthrough Prompts

- Can a wheelchair user or person with limited mobility reach and enter all areas they reasonably need to use? a
- Are routes, ramps, doorways, thresholds and circulation spaces usable and free from avoidable barriers?
- Are accessible parking/drop-off arrangements clear and practical?
- Are accessible toilet/changing facilities suitable for current identified needs?
- Can disabled pupils, staff and visitors evacuate safely from the areas they use?
- Is wayfinding clear, predictable and supported by appropriate signs/visual cues?
- Are lighting, glare, noise, echo, temperature and ventilation likely to create avoidable sensory barriers?
- Are there accessible calm/low-arousal spaces and places to pause or regulate?
- Do furniture layouts support movement, attention, communication and individual equipment needs?
- Are outdoor learning, play, PE and social areas accessible and inclusive?
- Are hearing, visual or communication aids required in any key spaces?
- What does pupil, parent/carers and staff feedback identify that is not obvious from a physical inspection?