Accessibility Plan

2026-2029

Golden Valley Primary School

Kindness, Challenge and Excellence

Approved by	Local Governing Board
Approval date	September 2026
Last reviewed	September 2026
Next review due	September 2029

Document status and purpose

This plan sets out how Golden Valley Primary School will improve accessibility over the three-year period 2026-2029. It is a working document and should be read alongside individual reasonable adjustments, provision plans, education, health and care plans (EHCPs), healthcare plans, risk assessments and personal emergency evacuation plans (PEEPs), where applicable.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment so pupils with disabilities can take better advantage of education, benefits, facilities and services.
- Improve the availability and accessibility of information for pupils with disabilities.
- Make the school welcoming and accessible to parents, carers and visitors with disabilities or long-term health conditions, including families of young carers.

Golden Valley Primary School is committed to inclusive practice, high expectations and the removal of barriers. Our school vision, “Kindness, Challenge and Excellence”, means that every pupil should be able to belong, participate, learn and achieve. We will anticipate needs wherever possible, listen to pupils and families, and make reasonable adjustments so that disability does not lead to substantial disadvantage.

This plan will be published on the school website. Paper copies and alternative formats will be made available on request. Staff will receive appropriate training and guidance on equality, disability, accessibility and inclusive practice. We will seek advice and work in partnership with families, the local authority, health professionals and specialist services where this will improve access.

The school complaints procedure applies to concerns about this plan or accessibility arrangements. Concerns should normally be raised with the class teacher, SENDCO or headteacher in the first instance.

Stakeholder involvement

The plan is informed by the school’s previous accessibility plan and site audit, staff knowledge, pupil needs and the model framework provided by The Key. During the life of the plan, the school will seek proportionate feedback from pupils with disabilities, parents and carers, staff, governors and relevant professionals. Feedback and emerging needs will inform annual updates to the action plan.

2. Legislation and guidance

This plan has been prepared with regard to Schedule 10 of the Equality Act 2010, the Equality Act 2010 guidance for schools, and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

A person is disabled under the Equality Act 2010 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. “Long-term” generally means lasting, or likely to last, 12 months or more. “Substantial” means more than minor or trivial. This may include sensory impairments, neurodevelopmental differences and long-term health conditions.

The school has a duty to make reasonable adjustments, including the provision of auxiliary aids and services where reasonable, so that pupils with disabilities are not placed at a substantial disadvantage compared with pupils without disabilities. Decisions will take account of individual need, effectiveness, practicability, health and safety, cost and available resources, while keeping the anticipatory nature of the duty in view.

3. Roles and responsibilities

Role	Key responsibility
Local Governing Board	Approve the plan; monitor strategic progress; consider accessibility within premises, resource and policy decisions.
Headteacher	Provide leadership; ensure duties are understood and implemented; allocate resources; oversee complaints and significant adjustments.
SENDCO	Coordinate the plan; advise staff; consult pupils, families and professionals; monitor access to the curriculum and information.
Office Manager / site team	Maintain the access audit; coordinate premises actions, signage, procurement, maintenance and emergency arrangements.
Teachers and support staff	Identify barriers; implement agreed reasonable adjustments; use accessible teaching, resources and communication; review impact.
All staff	Promote dignity, inclusion and high expectations; report barriers promptly; follow individual plans and accessibility arrangements.
Pupils and families	Share information about access needs and what works; contribute to reviews and raise emerging barriers as early as possible.

4. Current accessibility arrangements

Curriculum and participation

- The curriculum is adapted to respond to individual need, with appropriate scaffolding, flexible grouping and targeted support.
- Resources and auxiliary aids may include visual supports, adapted recording methods, writing slopes, pencil grips, assistive technology and specialist equipment.
- Pupil progress and provision are reviewed through the school's assessment and SEND review processes, including provision plans and EHCP reviews where applicable.
- Advice is sought from specialist services when a pupil's needs require additional expertise.
- Educational visits, clubs, PE, performances and wider school opportunities are planned with accessibility and reasonable adjustments in mind.

Physical environment

- Classrooms are located on the ground floor. Some offices and group rooms are upstairs and there is no lift.
- Main teaching entrances are described as wheelchair accessible, and two designated accessible parking bays are available.
- An accessible toilet and changing provision is available in the Key Stage 2 area. Accessibility in the original part of the building remains an area for review.
- Corridors are narrow in places, so clear routes and effective storage are important.
- Emergency evacuation drills take place regularly. Individual assistance and PEEPs are arranged where required.

Accessible information and communication

- Visual timetables, symbols, photographs and other pictorial supports are used where appropriate.
- Information can be enlarged, simplified or provided in an alternative format according to assessed need.
- Staff use individual communication approaches, which may include Makaton, PECS, communication boards or assistive technology when appropriate and supported by advice.
- The school will discuss communication preferences with pupils and families and will seek specialist advice for sensory access needs.

5. Accessibility action plan 2026-2029

Progress will be reviewed at least annually. Actions may be brought forward or amended where a new pupil, staff member, family member or visitor has an identified access need. "Ongoing" actions are checked through the relevant annual monitoring cycle.

Aim 1: Increase access to the curriculum

Priority	Action	Lead	Timescale	Success criteria
Inclusive classroom practice	Audit adaptive teaching and classroom accessibility, including seating, lighting, sensory load, transitions, recording methods and access to practical subjects. Share a concise accessibility checklist with staff.	SENDCO/DHT	Spring 2027; annual refresh	Audit completed; agreed actions evident in learning walks and pupil reviews; pupils report improved participation.
Staff confidence	Provide annual training linked to current pupil need, including disability awareness, reasonable	SENDCO / specialist services	At least annually	Training record maintained; staff can explain and

Priority	Action	Lead	Timescale	Success criteria
	adjustments, sensory and communication needs, and accessible educational visits.			consistently apply agreed adjustments.
Accessible resources	Review core curriculum materials so disability is represented positively and resources can be adapted for print, visual, audio and digital access.	Curriculum leads and SENDCO	July 2027; then ongoing	Subject reviews identify accessible resources; adaptations are available promptly when required.
Participation beyond lessons	Add an accessibility check to planning for trips, clubs, performances, sport and residential opportunities. Consult families early where individual planning is needed.	Visit leaders / club leads	From Autumn 2026	Risk assessments show reasonable adjustments; participation is not limited by avoidable barriers.
Review of impact	Use pupil and family voice within SEND reviews to identify barriers, record adjustments and evaluate impact.	Class teachers and SENDCO	Termly / at review points	Adjustments are recorded, reviewed and changed when they are not effective.

Aim 2: Improve and maintain access to the physical environment

Priority	Action	Lead	Timescale	Success criteria
Annual access audit	Complete and record an annual premises walk, including routes, doors, thresholds, lighting, acoustics, signage, toilets, parking, furniture and evacuation.	OM / site team / SENDCO	Autumn term annually	Dated audit and prioritised actions are reported to leaders and governors.
Clear circulation routes	Keep corridors, entrances and shared spaces clear, particularly where routes are narrow. Include accessibility in routine site checks.	All staff / site team	Ongoing; checked termly	Routes remain unobstructed and concerns are corrected promptly.
Reception access	Assess the heavy outward-opening reception door and identify reasonable interim adjustments and costed options for powered assistance or replacement.	OM / headteacher / governors	Assessment by July 2027	Written assessment completed; interim arrangements in place; capital option included in premises planning.
Toilet access	Review accessible toilet provision across the whole site, particularly the original building, and obtain advice or quotations for feasible improvements.	OM / governors	July 2027	A documented access plan identifies required adaptations, priority and funding route.
Hall exit	Assess the low step at the hall exit and identify a compliant solution or clearly documented alternative evacuation arrangement.	OM / site team	December 2026	Risk is assessed; safe arrangements are documented and communicated; works are completed when approved.
Emergency evacuation	Review PEEPs for anyone needing assistance and test arrangements through drills. Ensure temporary needs, visitors and sensory needs are considered.	Headteacher / OM	At admission or need; reviewed annually	Current PEEPs are available; nominated support is clear; drill reviews identify no unresolved barriers.

Aim 3: Improve accessible information and communication

Priority	Action	Lead	Timescale	Success criteria
Accessible information standard	Create a simple staff guide for producing accessible documents and communications: plain language, readable fonts, strong contrast, headings, meaningful links, alt text and alternative formats on request.	SENDCO / office team	Spring 2027	Guide is in use; sampled communications meet the agreed standard.
Communication preferences	Record and share, with appropriate consent, the communication and format preferences of pupils and families who require adjustments.	Office team / SENDCO	From Autumn 2026	Preferences are recorded securely and used consistently.
Website and digital content	Undertake an annual sample check of key website pages and downloadable documents for keyboard access, readable structure, alt text and colour contrast.	Website lead / OM	Summer term annually	Issues are logged and corrected; new content follows the agreed checklist.
Individual pupil access	Provide large print, symbol-supported, audio, digital or other adapted information in line with assessed need and specialist advice.	Teachers / SENDCO	As required	Pupils can access essential learning and school information in a suitable format without avoidable delay.
Signage and wayfinding	Review key internal and external signs for clarity, contrast, symbols and positioning. Prioritise reception, toilets and emergency information.	OM / SENDCO	July 2028	Priority signage is consistent, easy to locate and accessible to intended users.

Aim 4: Support accessible engagement for families and young carers

Priority	Action	Lead	Timescale	Success criteria
Flexible family engagement	Offer reasonable alternatives for meetings and events, such as accessible rooms, telephone or online attendance, adjusted timings or home visits where appropriate and practicable.	Headteacher / SENDCO / teachers	Ongoing	Families can participate in key meetings without avoidable access barriers.
Young carers	Use the school's pastoral and safeguarding processes to identify and support young carers, including discreet check-ins and reasonable flexibility where family disability or illness affects school life.	DSL / pastoral lead	Ongoing; annual review	Identified young carers have a named contact and support is reviewed with the pupil and family.
Feedback	Provide clear routes for pupils and families to report accessibility barriers and include accessibility questions in periodic stakeholder feedback.	Headteacher / SENDCO	By July 2027; then annually	Feedback is reviewed and produces recorded actions where needed.

6. Monitoring arrangements

The SENDCO and headteacher will review progress against the action plan at least annually. Premises actions will also be considered through health and safety, risk management and budget planning. A summary of progress and any revised priorities will be reported to the Local Governing Board.

The full plan will be reviewed at least every three years and may be updated sooner if legislation, guidance, the school site or the needs of the school community change. The Local Governing Board is responsible for approving the plan.

7. Links with other policies and documents

- SEND policy and SEN information report
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Health and safety policy
- Risk assessment procedures
- Educational visits policy
- Behaviour policy and pastoral support arrangements
- Safeguarding and child protection policy
- Complaints procedure
- Emergency evacuation procedures and individual PEEPs
- Data protection and privacy arrangements

Appendix A: Premises accessibility audit summary

This summary carries forward the main features and actions identified in the previous plan. It should be validated during the first annual site walk of this plan period.

Feature	Current position	Review / action
Storeys	Two. Classrooms are downstairs; some offices and group rooms are upstairs.	Review use of upstairs rooms whenever an individual has a mobility need; provide an accessible alternative room where required.
Corridors	Narrow in places.	Maintain clear routes and include checks in termly monitoring.
Lift	No lift.	Consider reasonable room changes and future capital options if access needs arise.
Parking	Two designated accessible bays.	Keep bays available and arrange car park access for families with mobility needs where required.
Entrances and ramps	Teaching entrances are described as wheelchair accessible.	Check thresholds, door forces and routes annually.
Accessible toilets	Accessible provision is available in the KS2 area; original building provision requires review.	Assess whole-site adequacy and plan feasible improvements.
Reception	Front door is heavy and opens outwards.	Complete door assessment; put interim support in place; investigate powered assistance or replacement.
Signage	Emergency information is present, including some low-level signage.	Review visibility, contrast, symbols and positioning across the site.
Hall emergency exit	Low step may create a barrier.	Assess adaptation and ensure a safe alternative arrangement until resolved.
Emergency evacuation	Drills occur regularly; nominated adult support is used when needed.	Maintain and review PEEPs and record learning from drills.

Appendix B: Annual review record

Review date	People involved	Progress since last review	New barriers / needs	Agreed changes