ATTENBOROUGH LEARNING TRUST

Uplands Infant School

Accessibility Plan 2026-2029

Status: Policy
Applies to: Uplands Infant School
Approved by: Local Governing Board
Date approved: September 2026
Review date: September 2027
Policy owner: Headteacher

This policy should be read in conjunction with relevant statutory guidance and Trust policy and procedure.

1. Purpose and legal framework

This Accessibility Plan sets out how Uplands Infant School will improve accessibility for disabled pupils over time. It has been prepared in accordance with Schedule 10 of the Equality Act 2010 and should be read alongside the Attenborough Learning Trust Equality Policy and the school's SEND Information Report.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school is committed to providing an inclusive environment and to identifying and removing barriers to participation wherever reasonably possible.

The Accessibility Plan identifies actions to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so that disabled pupils can take better advantage of education, benefits, facilities and services; and
- improve the availability of accessible information to disabled pupils.

The plan is concerned with improving accessibility over time. Individual reasonable adjustments for pupils are made as required through the school's day-to-day provision and relevant individual plans.

2. Current accessibility and school context

Uplands Infant & Nursery School is committed to ensuring that all pupils, staff, parents, carers and visitors can access and participate fully in school life. The school seeks to remove barriers to learning, participation and access through inclusive practice, reasonable adjustments and ongoing review of its environment, curriculum and communication systems. Accessibility is considered as part of the school's wider commitment to equality, inclusion and meeting the requirements of the Equality Act 2010. The information below outlines the school's current accessibility arrangements, identifies areas of strength and highlights priorities for continued improvement.

2.1 School site and buildings

Uplands Infant & Nursery School is committed to providing an accessible environment for all members of the school community. The school site includes level and ramped access to key areas, a wheelchair lift, accessible toilet and changing facilities, disabled parking bays and push-button access at the main entrance. Corridors, classrooms and communal areas are organised to provide access for pupils with a range of physical and sensory needs. Outdoor learning spaces and playgrounds are accessible and regularly reviewed to ensure they remain safe and inclusive. Lighting, acoustics and the physical environment are monitored to support accessibility and minimise barriers to learning wherever possible.

2.2 Current accessibility provision

The school provides a range of accessibility support to enable pupils to access learning and school life. This includes adaptive teaching approaches, differentiated resources, visual timetables, now-and-next boards, symbol-supported communication, large-print materials where required and access to specialist equipment when needed. The school works closely with external agencies to implement specialist recommendations and provide appropriate support. Personal Emergency Evacuation Plans (PEEPs) are developed where necessary and staff receive ongoing training to support pupils with a range of additional needs and disabilities.

2.3 How priorities have been identified

Accessibility priorities have been identified through regular review of the school environment, accessibility audits, SEND provision reviews, health and safety inspections, pupil and parent feedback, staff consultation and advice from external professionals. The school also considers the needs of current pupils, anticipated future needs and any planned building or environmental improvements when determining priorities for accessibility development.

2.4 Wider accessibility for our school community

This Accessibility Plan is specifically concerned with the school's statutory duty to improve accessibility for disabled pupils. The school also recognises its wider duties under the Equality Act 2010 in relation to disabled staff, parents, carers, visitors and other members of the school community. When considering improvements to the physical environment, communication and access to school activities and services, the school will consider the accessibility needs of the wider school community wherever appropriate.

The school recognises its responsibilities towards disabled parents, carers, staff and visitors, as well as pupils. Accessible parking, entrance routes, meeting spaces and toilet facilities are available across the site. Where required, information can be provided in alternative formats, including large print and symbol-supported materials. School leaders will continue to consider accessibility when planning site developments, communication systems, meetings, events and access arrangements to ensure all members of the school community can participate fully in school life.

3. Accessibility action plan

The following action plan sets out the school's priorities for improving accessibility over the next three years. The plan has been developed following a review of the school's current provision, accessibility audits, feedback from stakeholders and consideration of the needs of current and future pupils. The actions identified focus on reducing barriers to learning, participation and access, enabling disabled pupils to fully access the curriculum, physical environment and information. Progress against these actions will be monitored regularly by school leaders and governors and reviewed annually to ensure that the school continues to meet its duties under the Equality Act 2010 and responds effectively to changing needs.

3.1 Increasing access to the curriculum

Priority / barrier identified	Action to be taken	Responsibility	Timescale	Resources / cost	Success criteria	Progress / review
Increase curriculum access for all learners	Embed adaptive teaching to remove barriers and enable all learners access to an ambitious curriculum	DHT/SENCO & Class Teachers	Ongoing	Inclusion mainstream fund	All learners access, engage with and make progress through the curriculum, with appropriate adaptations in place.	Monitor progress through half-termly learning walk, book & planning scrutiny.
Need to ensure curriculum resources reflect diversity and	Audit and update curriculum resources, books and displays to	SENCO / Teachers	Summer 2026	Curriculum budget	Pupils develop positive attitudes towards	Annual review

disability positively	include positive representations of disability				disability and inclusion	
Ensuring all pupils can access educational visits and enrichment opportunities	Continue to review visits and clubs to ensure reasonable adjustments are identified and implemented	Visit Leaders / SENCO	Ongoing	Visit budgets	All pupils can participate in trips and enrichment opportunities	Following visits
Emerging pupil needs requiring specialist equipment or resources	Review accessibility needs termly and purchase specialist resources where required	SENCO / SLT	Ongoing	SEND budget	Pupils access the curriculum successfully with appropriate support	Termly review

3.2 Improving access to the physical environment

Priority / barrier identified	Action to be taken	Responsibility	Timescale	Resources / cost	Success criteria	Progress / review
Ensuring signage remains accessible for all users	Conduct an accessibility audit of signage and update where required using clear text and visuals	Premises Officer	Spring 2026	Site budget	Signage is clear and accessible throughout the school	Annual review
Future accessibility needs of pupils and visitors	Review accessibility requirements when planning building works or site developments	SLT / Premises Officer	Ongoing	As required	School environment remains accessible to all users	Ongoing
Maintaining safe evacuation procedures	Review and update PEEPs as needs arise	SENCO / Premises Officer	Ongoing	Existing resources	Safe evacuation arrangements are in place for all users	Annual review
Maintaining accessible indoor and outdoor learning environments	Complete regular accessibility audits of classrooms and outdoor areas	SENCO / Premises Officer	Ongoing	Existing resources	Learning environments remain safe and accessible	Termly review

3.3 Improving access to information

Priority / barrier identified	Action to be taken	Responsibility	Timescale	Resources / cost	Success criteria	Progress / review
Need to ensure information remains accessible for all pupils and families	Review availability of alternative formats including large print, visual supports and symbol-supported documents	SENCO / SLT	Ongoing	Existing resources	Information is available in accessible formats when required	Annual review
Staff confidence in alternative communication approaches	Provide refresher training on visual supports, Widget symbols and communication strategies	SENCO	Ongoing	CPD budget	Staff consistently use accessible communication approaches	Annual review
Accessibility of online communication	Review school website and digital communications for accessibility	SLT	Annual review	Existing resources	Key information is accessible to all families	Annual review
Supporting parents to access information about learning	Continue curriculum workshops, information meetings and induction arrangements for families	SLT / Family Liaison Officer	Ongoing	Existing resources	Parents report feeling informed and able to support learning at home	Annual review

4. Monitoring and review

The Headteacher is responsible for ensuring that the actions within this plan are implemented and monitored.

Progress against the plan will be reviewed at least annually and reported to the Local Governing Body. The plan may be revised during the three-year period where new accessibility needs are identified, circumstances change or improvements to the school estate create opportunities to increase accessibility.

In reviewing the plan, the school will take account, where appropriate, of the views and needs of disabled pupils and their parents/carers and advice from relevant professionals.

A new Accessibility Plan will be prepared at least every three years.

This plan is published on the school website and is available in alternative formats on request.

5. Annual review record

Review date	Progress since previous review	Changes made to plan	Reviewed by

September 2026	Initial plan implemented	New Trust template adopted	Deputy Headteacher / SENCO
September 2027	To be completed	To be completed	Deputy Headteacher / SENCO
September 2028	To be completed	To be completed	Deputy Headteacher / SENCO

6. Links with other Trust and school documents

- Attenborough Learning Trust Equality Policy
- School SEND Information Report
- SEND Policy
- Health and Safety Policy and emergency procedures