



Accessibility Plan

Revision:	1.7
Authors:	SLT
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1. Vision and Ethos

At Allenton Community Primary School, we are committed to ensuring that every child understands, believes in, and achieves their full potential. Our approach to accessibility reflects our core values of care, inclusion, aspiration, and community.

Through The Allenton Way and our Learning Superheroes, we promote reflective, resilient, resourceful and reciprocal learners who feel safe, valued, and empowered to succeed.

This Accessibility Plan reflects our commitment to compassion and empathy with accountability, ensuring that reasonable adjustments are anticipated, planned, and embedded into everyday practice.

2. Legal Framework

This Accessibility Plan is written in accordance with Schedule 10 of the Equality Act 2010.

Schools are required to:

- Increase access to the curriculum for disabled pupils
- Improve the physical environment
- Improve access to written and digital information

The Governing Body is responsible for monitoring and reviewing this plan.

3. Definition of Disability

Under the Equality Act 2010, a person is considered 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.

Not all pupils with SEND are disabled, and not all disabled pupils have SEND.

4. School Context

Allenton Community Primary School serves an increasingly diverse urban community in Derby and is part of Transform Trust.

Our site includes:

- Multiple classroom buildings and shared learning spaces
- Enhanced provision and nurture spaces (including The Rockpool and the Oasis)
- Accessible entrances and toilet facilities
- Outdoor learning and play areas

Key access arrangements and site considerations:

The building is surrounded by fencing which is accessed through the use of Paxton magnetic locks. These same locks are fitted throughout the school to support safety. During a fire event, these locks release to allow accessibility to meeting points.

5. Current Range of Needs

Our pupil cohort may include children with:

- Autism Spectrum Condition
- Speech, language and communication needs
- Physical and mobility needs
- Sensory processing needs
- Medical needs
- Social, emotional and mental health needs
- Neurodivergent profiles

Specific cohort trends and emerging needs:

Current trends reflect SEMH as the most emergent need within school, though this is often with diagnoses reflecting neurodivergency.

6. Aims of the Accessibility Plan

This plan aims to:

- Remove barriers to learning and participation
- Ensure equality of opportunity
- Promote independence and self-advocacy
- Support staff to deliver inclusive practice
- Strengthen partnership with families and agencies
- Ensure safe and dignified access for all

7. Current Good Practice and Baseline

Curriculum:

- Strong Quality First Teaching and adaptive practice
 - Graduated response embedded
 - Intervention and nurture provision
- Reviewed as part of monitoring provision by SLT in class termly.

Environment:

- Regular premises audits
- Accessible toilets and entrances
- Flexible classroom layouts

Reviewed as part of monitoring provision by SLT in class termly (layouts). Reviewed by Site manager half termly.

Information:

- Class Dojo translation tools
- Support for families with forms and meetings
- Alternative formats available

Targeted support is offered to all families who require additional assistance.

8. Governance and Monitoring

Named Governor: Emma Hampton

SLT Lead: Inclusion Lead / Head of School

Monitoring Methods:

- Learning walks
- Provision reviews
- Pupil and parent voice
- Attendance and behaviour data
- SEND reviews

Review Frequency: Annual with termly monitoring

9. Improving Access to the Curriculum

At Allenton Community Primary School, inclusive teaching and adaptive practice are embedded through The Allenton Way and Quality First Teaching. Staff routinely use scaffolding, visual supports, flexible grouping, and targeted interventions to ensure that pupils with additional needs can access learning alongside their peers. The graduated response is well established, and class profiles, provision maps, and pupil progress meetings are used consistently to identify barriers and plan appropriate support. Enhanced provision and nurture support, including targeted SEMH and regulation interventions, enable vulnerable pupils to engage positively with learning. Access arrangements and reasonable adjustments for assessment are implemented in line with guidance and are regularly reviewed by the SENCo and class teachers. This includes access to the wider curriculum, including educational visits, enrichment activities, clubs, and residential experiences, with reasonable adjustments made where required.

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Monitoring/Evidence	Review
Embed adaptive teaching	Deliver annual SEND and inclusion CPD	SLT / SENCo	Annual	CPD budget	Consistent adaptive strategies in lessons	Observations, pupil outcomes	July annually
Support regulation and wellbeing	Maintain nurture and SEMH provision	Inclusion Lead / SLT	Ongoing	Staffing allocation	Improved engagement and behaviour	Behaviour data, pupil voice	Termly
Ensure fair assessment	Apply access arrangements and adaptations	SENCo / Teachers	As required	Assessment tools	Valid and reliable outcomes	Assessment records/class profile	Annual

10. Improving the Physical Environment

The school site is maintained with accessibility and safety in mind. Regular premises audits are undertaken, and any identified hazards or barriers are addressed promptly. Accessible entrances, toilets, and clear circulation routes are in place, supporting independent movement for pupils, staff, and visitors. Classroom layouts are reviewed as part of learning walks and environmental audits to ensure that furniture, resources, and displays do not create unnecessary barriers. Sensory and low-arousal spaces, including enhanced provision areas, support pupils who require regulated environments to access learning effectively. Security systems, including Paxton magnetic locks, are designed to balance safeguarding with accessibility, releasing automatically in emergency situations.

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Monitoring/Evidence	Review
Maintain safe access	Conduct annual access audits	Site Manager / SLT	Annual	Premises budget	Hazards addressed promptly	Site audits	Annual
Support mobility	Review classroom layouts and routes	SLT / Teachers	Ongoing	Classroom resources	Improved independent movement	Learning walks	Termly
Improve sensory environments	Develop calm and low-arousal spaces	SENCo / Pastoral Lead	Ongoing	Resource budget	Reduced dysregulation	Incident logs	Termly

11. Improving Access to Information

The school uses a range of systems to ensure that information is accessible to families and pupils. Class Dojo translation tools, supported meetings, and direct staff assistance enable families with additional communication needs to engage fully with school life. Written communications are generally produced using clear, accessible formats, and alternative versions are provided where required. The school website and digital platforms are reviewed regularly to ensure they remain user-friendly and inclusive. Staff work proactively with families to support form completion, understanding of policies, and access to key information.

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Monitoring /Evidence	Review
Accessible communication	Use dyslexia-friendly and plain English formats	Admin / SLT	Ongoing	Admin time	Documents accessible to families	Document sampling	Annual
Digital accessibility	Review website and platforms	Computing lead / Office staff/AIT	Annual	IT budget	Website is accessible to all	Website audit	Annual
Family engagement	Provide interpreters and supported meetings	Family Support / SENCo	As required	External services	Improved participation	Parent feedback	Termly

12. Accessibility to Staff and Visitors

Allenton Community Primary School promotes a culture of openness and support for staff and visitors who may require reasonable adjustments. Individual needs are discussed sensitively and addressed through informal and formal processes, supported by senior leaders and HR where appropriate. Reception and office staff provide a welcoming and responsive first point of contact for visitors, and signage and access arrangements are kept under review. Where required, alternative meeting formats, flexible working arrangements, and adapted working environments are put in place to support staff wellbeing and effectiveness.

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Monitoring/Evidence	Review
Support staff wellbeing	Implement reasonable adjustments process	Head / HR	Ongoing	HR budget	Staff retention and wellbeing	HR records	Annual
Improve visitor access	Review signage and reception support	Operations Manager/Site Manager	Annual	Premises budget	Positive visitor feedback	Surveys	Annual

13. Emergency and Evacuation Arrangements

The school has established procedures to ensure the safe evacuation of pupils, staff, and visitors, including those with additional needs. Personal Emergency Evacuation Plans (PEEPs) are in place where required and are reviewed regularly by the SENCo and senior leaders. Fire drills are carried out consistently, and staff are familiar with evacuation routes, assembly points, and individual responsibilities. Training and briefings ensure that staff understand how to support pupils with mobility, sensory, or medical needs during emergency situations. Records of drills and reviews are maintained to support ongoing evaluation and improvement.

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Monitoring/Evidence	Review
Safe evacuation	Maintain and review PEEPs	SENCo / SLT	Termly	Staff time	Effective evacuations	Fire drill logs	Termly
Staff confidence	Provide evacuation training	SLT	Drills completed half termly	CPD budget	Staff confident in roles	Drill time records	Annual

14. Alternative Formats and Communication Support

The school will provide information in alternative formats where required, including:

- Large print
- Audio
- Easy read
- Symbol supported
- Translation
- Braille (via external services)

Requests via: School Office / SENCo

Response timescale: Within 10 working days

Records maintained by: School Office

15. Training and Professional Development

Training around inclusion, adaptation, and accessibility is an integral and ongoing feature of professional development at Allenton Community Primary School. All staff receive regular CPD that reinforces inclusive classroom practice, adaptive teaching strategies, and the effective use of reasonable adjustments to support pupils with a range of needs. This is embedded through whole-school training, staff meetings, coaching, and reflective practice.

Annual training in restrictive physical intervention (RPI) ensures that staff are confident in de-escalation, regulation, and safe physical intervention where absolutely necessary, with a strong emphasis on prevention, dignity, and safeguarding. Safeguarding training is completed regularly by all staff and includes consideration of accessibility, vulnerability, and the specific risks faced by pupils with additional needs.

Specialist training is provided where required to meet specific or emerging needs within the school community. This includes targeted training for staff working closely with pupils who have particular physical, medical, sensory, or communication needs. Where appropriate, advice and training are sought from external professionals, including Occupational Health, health services, and specialist teams, to ensure that staff are equipped to provide safe, appropriate, and inclusive support.

The impact of training is monitored through observation, supervision, staff feedback, and the ongoing evaluation of practice, ensuring that professional development leads to meaningful improvements in provision and outcomes.

16. Partnership and External Agencies

The school works closely with:

- Local Authority SEND services
- Educational Psychology
- Health and Therapy Services
- Social Care
- Voluntary and Community Organisations

Multi-agency meetings, joint planning, and regular reviews are used to ensure coordinated and timely support for pupils and families.

17. Publication and Accessibility

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

Concerns regarding accessibility can be raised via the school's Complaints Policy

18. Review and Evaluation

Interim Reviews:

- March 2027

Final Review: March 2028

Impact Summary: