Accessibility Plan 2026-2029

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **Schools own**

Review period: **Triennial**
Responsible committee: **Finance, Health, Safety and Premises**
Statutory: **Yes**
Required on website: **Yes**
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Review due: **Oct 2029**

2.Change History

Version	Date	Amendment or No Change
1	2014 Sept	No changes
2	2016 Oct	Amended
3	2019 Feb	Amended
4	2021 June	Amended
5	2023 July	No Changes
6	2026 Oct	Amended

3. Website History

Version	Date on website
6	2026 October

Contents

1. Aims 2
2. Legislation and guidance 2
3.Accessibility Plan 2026-2029 3
4. Monitoring arrangements 9
5. Links with other policies 9

1. Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors and staff.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Plan 2026-2029

Purpose and scope

This accessibility plan sets out how Calcot Infant and Junior Schools will, over the period 2026–2029, increase disabled pupils' participation in the curriculum, improve the physical environment so that disabled pupils can take better advantage of education and school facilities, and improve the availability of accessible information for disabled pupils. It covers provision across the schools, including nursery, educational visits and school activities where applicable.

The schools will also consider access and communication needs when working with parents and carers, including disabled parents and carers and families of young carers. Families can contact the school office to discuss an accessible way to receive information or attend a meeting or event. Both the Infant and Junior School buildings have changes in level, and neither has a continuous level route through its main building. Level access is limited to particular entrances and areas at each site. The schools will plan access for individual pupils as needs arise and use this plan to assess and prioritise improvements to the physical environment at both sites.

The plan is informed by the needs of current and prospective pupils, staff knowledge, and reviews of the school environment and provision. The school will seek the views of disabled pupils and their parents or carers, where appropriate, when reviewing barriers, proposed improvements and the effectiveness of arrangements. Individual reasonable adjustments will be considered and put in place when needed; they will not wait for a scheduled review of this plan. Individual pupils' confidential information and arrangements are recorded separately.

The plan will be available on the schools' website, and a paper copy or an accessible format can be requested from the school office.

The governing body will monitor progress at least annually and review and revise the plan when necessary. The plan will be formally renewed at the end of its three-year period.

This plan has been prepared under Schedule 10 of the Equality Act 2010 and takes account of the Department for Education's advice on the Equality Act for schools

Area	Barrier or evidence	Action	Lead	Target/review date	Success measure
Curriculum	The schools need an up-to-date check of barriers affecting disabled pupils' access to lessons and resources.	SENCO and teaching staff to review classroom layout, teaching resources, displays and relevant equipment against identified pupil needs, including hearing, communication and sensory needs. Agree and record appropriate adjustments through existing pupil planning processes. These may include seating with clear sightlines to speakers, reducing competing noise, providing visual support for spoken instructions, and access to a quieter space or sensory breaks where needed. Seek specialist advice on support equipment where appropriate.	SENCO / class teachers	Initial review September of each year and thereafter when needs change	Identified barriers have an agreed response; staff can access the arrangements they need to teach the pupil.
Curriculum	Participation in PE, music, performances, clubs, wraparound provision and educational visits has not been evaluated together for this plan.	Review participation, including any activities declined or not attended because of an access barrier, and seek pupil and parent/carer feedback where appropriate. Consider access needs early when planning activities and visits, including the Year 6 residential, and agree individual adjustments.	SENCO / activity and visit leads	Reviewed each summer term and then annually	Review completed; barriers and actions recorded; disabled pupils can participate with appropriate adjustments.
Curriculum	Staff may need training linked to the needs of pupils in their care.	Identify training and specialist advice through the SENCO and staff development process; provide relevant training and check that agreed approaches are used.	SENCO / headteacher	Reviewed annually and when needs arise	Training or advice is recorded and reflected in pupil provision.

Area	Barrier or evidence	Action	Lead	Target/review date	Success measure
		If there are any specific adaptations made, this is shared with parents.			
Physical environment	Neither school has a continuous level route through its main building. Steps restrict movement between teaching rooms and shared facilities. At the Junior School, level access is limited to a small number of classrooms and an external hall door. The route to that hall door passes through the staff car park, through a large metal gate, up a slope and over a kerb ramp. Its suitability as an accessible route needs to be assessed, including safe use alongside vehicles and whether the gate can be opened whenever access is needed. At the Infant School, level access is limited to an external hall door, the office area and access to the terrapins.	Map and verify the usable routes at each school, including entrances, classrooms, halls, dining areas, toilets, outdoor areas and the terrapins. Identify destinations without a level route. Record how pupils with mobility needs will access teaching and activities, and where a change of room or another arrangement is required. Where a pupil currently needs access to an area without a level route, the headteacher and SENCO will agree an individual arrangement promptly, pending completion of the wider route review.	SBM / SENCO / Health and Safety Governor/ site manager	By December 2026	A separate route map and barrier list for each school, with practical arrangements recorded for affected pupils and activities.
Physical environment	The building layout limits flexibility when allocating classrooms and planning pupils' movement around the school.	Include physical access needs in classroom allocation, transitions and activity planning. Agree individual arrangements with the pupil and parent/carer where appropriate, and ensure relevant staff know them. Review arrangements as needs change.	Headteacher / SENCO	Before each academic year and when needs change	Individual arrangements are agreed, recorded and reviewed; any activity a pupil cannot access is identified and escalated for a decision.

Area	Barrier or evidence	Action	Lead	Target/review date	Success measure
		For individual children with a physical need, Risk Assessments and Personal Emergency Evacuation Plans (PEEPs) are written and shared with the relevant staff and parents			
Physical environment	Emergency arrangements must reflect the needs of people using each site.	Review evacuation routes and arrangements when a relevant pupil's needs or use of the building changes, and check that any required individual evacuation plan is current and known to the relevant staff.	Headteacher / SBM	At least annually and when circumstances change	Relevant plans and staff briefings are current; issues found in drills or reviews are acted on.
Physical environment	Structural changes may be needed to improve access between levels.	Using the route map, identify and prioritise feasible longer-term improvements. Seek specialist advice, cost options and discuss responsibility and funding with the local authority before setting a works timetable. Report decisions and interim arrangements to governors.	SBM / headteacher / governing committee	Options reported by **July 2027**	Governors receive a prioritised list of barriers, feasible options for the highest priorities, indicative costs or advice on obtaining them, funding responsibilities, and a recorded decision on next steps and interim arrangements.
Physical environment	Noise, echo and noise transfer may create barriers for pupils with hearing, communication or sensory needs in classrooms, dining halls and assembly spaces.	Review acoustic conditions at both schools and identify affected spaces and pupils. Put practical adjustments in place where needed. Seek specialist advice where concerns remain, including whether a formal survey is required. Assess, cost and prioritise any	SBM / SENCO / site manager	Initial review by December 2026; any improvement proposals **by July 2027**. Review annually and when needs change	Identified barriers have agreed adjustments; any necessary works are prioritised within the wider accessibility programme, and their effectiveness is reviewed.

Area	Barrier or evidence	Action	Lead	Target/review date	Success measure
		recommended improvements alongside other physical accessibility works.			
Information	The school needs a consistent way to identify and supply information in a format a disabled pupil can use.	Agree how staff identify a pupil's information and communication needs, request an accessible format and produce it in time for use. Options may include accessible digital text, enlarged print, symbols, audio, written or visual support for spoken information, or another format matched to the pupil's needs. Review classroom information, homework, pupil-facing signs and key school instructions and adapt them where needed for individual pupils.	SENCO / teaching staff	Process agreed by **Nov 2026** reviewed annually	Staff know the process; sampled materials and pupil/parent feedback show that information is usable and provided in time.
Information	The school may not have sufficient information about parents' individual accessibility needs, which can make it difficult for some parents to access and understand school communications.	As part of the admission process, the school will identify parents' and carers' communication and accessibility needs, including preferred language, format and print size and whether they hold a Blue Badge. Key school communications will be provided in an appropriate and accessible format. Relationships are built with parents in order to better support them in situations where medical needs	Admin	October 2026- initial accessibility information gathering. **June 2027** to include a new form within the admission pack.	Parents and families get all communication and feel well informed and included, improving engagement in school.

Area	Barrier or evidence	Action	Lead	Target/review date	Success measure
		evolve, including a decline in mental health. School will find out which parents/ carers hold a Blue Badge so that they can be supported accessing the site and Safer Streets can be informed.			

4. Monitoring arrangements

The responsible committee will receive an annual progress update covering completed actions, outstanding barriers, pupil and parent/carer feedback where appropriate, and any changes to priorities. The published plan will be updated following material changes.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governor's Finance, Health, Safety and Premises Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives Policy
- SEND Policy
- Supporting pupils with medical conditions Policy