

Accessibility Plan

2026-2027

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1. **Aims of the Accessibility Plan**

This plan outlines how Temple Mill Primary School aims to increase access to education for pupils with disabilities in the three areas required by the Equality Act 2010: access to the curriculum, the physical environment and information.

At Temple Mill Primary School, inclusion is central to our ethos. As a single-form entry primary school with an on-site Nursery serving over 200 pupils, we are committed to providing a nurturing and supportive environment where every pupil is given the opportunity to achieve their full potential. The school works closely with families and the wider community to ensure all pupils, including those with disabilities and additional needs, can fully participate in school life.

This plan aims 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 access education, benefits, facilities and services.
- Improve the availability of accessible information for pupils, parents, carers and members of the community with disabilities.

The Local Academy Board recognises its responsibilities under the Equality Act 2010 and will continue to ensure that reasonable adjustments are made wherever necessary to remove barriers to participation and achievement.

The plan will be reviewed annually and updated in line with changing pupil needs, site developments and school improvement priorities.

The Accessibility Audit

The Local Academy Board will undertake an annual review of accessibility across the school.

The audit will include:

Access to the Curriculum

Reviewing how effectively pupils with disabilities can engage with learning, enrichment opportunities, educational visits and wider school activities.

Access to the Physical Environment

Reviewing how effectively pupils, parents and visitors with disabilities can access all areas of the school site.

Access to Information

Reviewing the accessibility of written communication, digital resources, the school website and communication systems used by the school.

The audit will consider:

- Physical disabilities and mobility needs.
- Visual impairments.
- Hearing impairments.
- Speech, language and communication needs.
- Neurodiversity (including autism and ADHD).
- Learning difficulties and specific learning needs.
- Medical needs and long-term health conditions.
- Parents, carers and visitors with accessibility needs.

Findings from the audit will be used to inform future improvements and priorities.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Increasing numbers of pupils require support with communication, language development and adaptive access to learning.	Provide additional training for teachers and teaching assistants in adaptive teaching, communication-friendly classrooms, visual supports, scaffolded learning approaches and neurodiversity-informed practice. Develop the consistent use of Widgit symbols, visual timetables and communication aids where appropriate.	Principal, SENCO, and Phase Leaders	Spring 2027	Staff confidently implement inclusive classroom strategies that improve participation, independence and progress for pupils with SEND.	Summer 2027

Medium term	Some pupils require additional support to access the wider curriculum, enrichment activities and educational visits.	Review curriculum resources and enrichment opportunities to ensure they are fully inclusive. Introduce a wider range of accessible resources, assistive technology and adaptive equipment to remove barriers to participation.	Principal, SENCO, and Phase Leaders	Spring 2027	All pupils can participate successfully in curriculum activities, school trips, clubs and enrichment opportunities.	Autumn 2027
Long term	Need to further develop staff expertise to meet increasingly complex SEND needs.	Develop a rolling programme of SEND, SEMH and inclusion training through collaboration with specialist services and The Howard Academy Trust.	Principal, SENCO, and Phase Leaders	2026-2027	Sustainable improvement in inclusive classroom practice and improved outcomes for pupils with SEND.	Autumn 2027

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Need to ensure the school site remains fully accessible for pupils, parents and visitors with mobility difficulties.	Undertake a full accessibility audit of the school grounds, entrances, pathways, emergency evacuation procedures and teaching spaces. Identify any areas requiring adaptation or improvement.	Principal, Site Manager, Health and Safety Lead	Autumn 2026	Clear understanding of physical accessibility strengths and areas for development across the site.	Spring 2027
Medium term	Some teaching and communal spaces may require adaptation to better support pupils with sensory and physical needs.	Review lighting, acoustics, signage, visual contrast, classroom layouts and sensory considerations throughout the school. Improve accessibility through environmental	SENCO, Site Manager, Class Teachers	Spring 2027	Learning environments better support pupils with visual, hearing, sensory and physical needs.	Autumn 2027

		adaptations where required.				
Long term	Future site developments need to maintain and improve accessibility standards.	Ensure all refurbishment projects, building works and site improvements incorporate accessibility considerations, including wheelchair access, accessible routes and inclusive facilities.	Principal, Site Team, The Howard Academy Trust Estates Team	Ongoing	Accessibility remains embedded within all future site development planning.	Annual

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Some families may experience barriers in accessing school communication due to language, literacy or SEND needs.	Review communication systems and increase availability of translated materials, visual communication aids and alternative methods of communication where appropriate.	Principal, SENCO, Family Liaison Staff	Spring 2027	Parents and carers are able to access key school information in formats that meet their needs.	Summer 2027
Medium term	Some pupils and adults require information in alternative formats.	Develop systems for providing information in large print, simplified language, visual formats and electronic formats when required. Ensure accessibility needs are routinely considered when producing school documentation.	Principal, SENCO, Office Team	Summer 2027	Information is readily available in a range of accessible formats.	Autumn 2027
Long term	Need to ensure the school's digital information remains accessible.	Conduct annual reviews of the school website and digital platforms against accessibility requirements, ensuring information can be easily accessed by	Principal, Website Administrator, Trust Communications Team	Ongoing	The school website and digital communications remain accessible to pupils, families and members of the wider community. The school	Annually

		individuals with disabilities. Maintain compliance with website accessibility standards and improve accessibility features where necessary.			will continue to strengthen communication and engagement with all stakeholders. Temple Mill Primary School places significant importance on strong home-school partnerships and ensuring every family can access information effectively.	