



Leamington Federation

Lighthorne Heath Primary School

Accessibility Policy and Plan 2026-2027



UN convention on the Rights of the Child.

This policy reflects the principles of equality, dignity, respect, non-discrimination, participation and inclusion. At Lighthorne Heath Primary School, children's rights are learned, taught, practised, respected, protected and promoted. Our accessibility planning is rooted in the belief that barriers should be anticipated and removed wherever reasonably possible so that disabled pupils can belong, participate, achieve and thrive alongside their peers.

1. Aims

Under Schedule 10 of the Equality Act 2010, schools must prepare and implement a written accessibility plan. This plan sets out how Lighthorne Heath Primary School will, over time:

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

Lighthorne Heath Primary School is committed to equality of opportunity and to preventing discrimination, harassment and victimisation. We take an anticipatory approach to disability equality, identifying likely barriers in advance and making reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers.

The plan will be published on the school website. Paper copies and accessible formats will be provided on request, and reasonable steps will be taken to make information available in a form that meets the needs of the person requesting it.

Staff receive appropriate training and guidance on equality, SEND, disability, reasonable adjustments and inclusive practice. Training is informed by pupil need, professional advice and Warwickshire SEND Inclusion Guidance.

The school works in partnership with Warwickshire County Council, Warwickshire specialist services, health professionals, parents/carers, pupils and our federation partner school, Sydenham Primary School, to identify barriers and develop effective reasonable adjustments.

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.

The school seeks the views of pupils, parents/carers, staff, governors and relevant professionals when reviewing accessibility. The views and preferences of disabled pupils and their families are considered when determining reasonable adjustments and future priorities.

2. Legislation and guidance

This plan has been prepared with regard to the Equality Act 2010, including sections 20, 85, 88 and Schedule 10; the Public Sector Equality Duty in section 149; the Children and Families Act 2014; the Special Educational Needs and Disability Regulations 2014; the statutory SEND Code of Practice: 0 to 25 years; and Department for Education guidance on the Equality Act 2010 and supporting pupils with medical conditions. It also takes account of current Warwickshire accessibility and SEND inclusion guidance. [schedule 10 of the Equality Act 2010](#)[guidance for schools on the Equality Act 2010](#)

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

"Substantial" means more than minor or trivial and "long-term" generally means that the effect has lasted, or is likely to last, for at least 12 months. The definition can include physical, sensory, neurodevelopmental and mental health impairments and long-term medical conditions.

The Equality Act duties apply to disabled pupils whether or not they have identified special educational needs or an Education, Health and Care Plan. The school also recognises that not every pupil with SEND is disabled for the purposes of the Equality Act, and not every disabled pupil has SEND. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The school has an anticipatory duty to make reasonable adjustments for disabled pupils and prospective pupils. This may include changes to policies and practices, adjustments to teaching and assessment, auxiliary aids and services, assistive technology, additional adult support, changes to the physical environment, or alternative ways of providing information. Decisions are made in the light of individual need, effectiveness, practicality, health and safety, cost and available resources, with the aim of removing or reducing substantial disadvantage.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Actions to be Taken	Person Responsible	Date to Complete Actions by
A. Increase access to the curriculum for disabled pupils	• High-quality inclusive and adaptive teaching is the starting point for all pupils, with reasonable adjustments made in response to individual need. Curriculum planning is informed by the graduated approach (Assess, Plan, Do, Review), EHCP outcomes where applicable, and Warwickshire SEND Inclusion Guidance. Specialist advice is sought from Warwickshire services and health professionals where appropriate, including for communication, cognition and learning, sensory/physical and SEMH needs. Assistive technology, visual supports, adapted resources and specialist equipment are provided where they improve access and independence. Pastoral and therapeutic provision includes counselling, nurture, Drawing & Talking, LEGO® Brick Clubs, Forest School and other targeted support. Pupils with SEND and disabilities are supported to participate in educational visits, clubs, pupil leadership, PE, enrichment and the wider life of the school. Individual risk assessment and reasonable adjustment planning are used where required. Transition planning is personalised for pupils who need additional support when joining, moving classes or transferring to secondary school.	1. Embed and monitor adaptive teaching and reasonable adjustments across all curriculum areas, using pupil voice and parent/carer feedback to evaluate impact. 2. Continue targeted staff development in areas of identified need, including communication, neurodiversity, sensory needs, SEMH and relevant medical needs. 3. Audit participation in trips, clubs, PE, pupil leadership and enrichment for disabled pupils and pupils with SEND; remove avoidable barriers and document reasonable adjustments. 4. Review assistive technology and communication resources termly and provide additional aids/services where these are needed to secure access.	• SENDCo • SLT • Subject Leaders • Class Teachers • Governors	1. Autumn 2026 and ongoing 2. CPD programme 2026-27 3. Termly 4. Termly

B. Improve and maintain access to the physical environment	The current site provides step-free/sloped access at key points, accessible parking, wheelchair-accessible routes and an accessible toilet. Corridors and circulation routes are kept free from obstruction, with lighting, contrast and signage considered as part of routine premises management. PEEPs are used for disabled pupils/staff where required, with general emergency arrangements for visitors and groups. The school considers sensory needs when organising spaces, routines and access routes and can provide quieter routes/areas where needed. Senior leaders are actively involved with Warwickshire County Council and contractors in planning the new Lighthorne Heath school, including the planned Specialist Resource Provision (SRP), providing an important opportunity to secure inclusive design from the outset.	- Complete an annual accessibility walk/audit of the current site, including parking, routes, entrances, signage, toilets, lighting, acoustics, sensory environment, temporary accommodation and emergency evacuation arrangements; record and prioritise any remedial actions. - Review PEEP whenever pupil/staff needs or accommodation changes and ensure relevant staff understand individual arrangements. - Ensure accessibility is a standing consideration in planning the new school and SRP with WCC and contractors, drawing on DfE Inclusive Education Estates guidance (2026) and seeking specialist/pupil/parent input where appropriate. - Check that temporary or additional accommodation used during school growth remains accessible and that reasonable adjustments are in place before pupils are allocated to it.	- EHT - SENDCo - SBM / Premises Lead - WCC / Contractors - Governors	- By Oct 2026 - Ongoing / when needs change - Throughout design and build process - Before use and termly review
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C. Improve the delivery of accessible information	The school uses a range of communication approaches, including large print, pictorial/symbol-supported information, visual timetables and personalised communication supports. Information can be provided to pupils and families in alternative formats where required, including simplified/Easy Read formats, enlarged text, translated information or interpreter support. Warwickshire Widgit/symbol resources and specialist advice are used where appropriate. Electronic communication is used flexibly to support disabled parents/carers and those who find attendance at school difficult. The SEND Information Report and Accessibility Plan are published on the school website. During Autumn Term 2026, identified staff are undertaking Makaton training to strengthen the school's capacity to support pupils with communication needs and to promote more consistent use of signs and symbols alongside spoken language.	1. Audit key pupil and parent-facing information for accessibility and identify high-priority documents that should routinely be available in alternative formats. 2. Ensure staff know how to request or create symbol-supported, Easy Read, large-print, audio, translated or interpreted information when required. 3. Review digital documents and website content for accessibility, including meaningful headings, readable layout and alternative text for important images where practicable. 4. Deliver Makaton training to identified staff during Autumn Term 2026 and support trained staff to embed consistent use of key signs, symbols and visual communication across classrooms and targeted provision where this supports identified pupil need.	• SENDCo • EHT / SBM • Computing / Website Lead • Class Teachers • SLT	1. Autumn 2026 2. Autumn 2026 and ongoing 3. By Feb 2027 4. Autumn Term 2026; embedding monitored throughout 2026-27
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D. Equality, participation and reasonable adjustments	The school promotes equality, dignity and participation through its UNICEF Rights Respecting ethos (Gold re-accredited July 2025), School of Sanctuary status (awarded January 2025) and inclusive practice. The school works to ensure disabled pupils are not treated less favourably and that reasonable adjustments are considered proactively. Interpreter/translation support can be accessed for families where required. Pastoral, sensory and quiet spaces can be used flexibly to support access, regulation, prayer/reflection or individual need. The school values pupil and parent/carers voice when identifying barriers and evaluating support.	- Review Equality Information and Objectives alongside this plan so that disability equality and the Public Sector Equality Duty are clearly reflected in school improvement priorities. - Provide annual staff reminders/training on disability discrimination, reasonable adjustments and the anticipatory nature of the duty. - Ensure reasonable adjustments for disabled parents/carers and visitors are considered when planning meetings, performances, consultations and other school events. - Use pupil voice, parent/carers feedback and governor monitoring to evaluate whether planned adjustments are improving access and participation.	- EHT - SENDCo - SBM - Governors	- Autumn 2026 - Annually - Ongoing - Termly monitoring / annual review
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4. Monitoring arrangements

This plan will be reviewed at least annually to evaluate progress and respond to changing pupil needs, staffing, accommodation, technology or guidance. The school will maintain a rolling strategic approach to accessibility and will formally renew the plan at least every three years, or sooner where significant changes make this necessary.

Progress against the action plan will be monitored by the Executive Headteacher, SENDCo, School Business Manager and governing board. Governors will have regard to the need to allocate adequate resources to implementation of the plan.

5. Links with other policies and procedures

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy
- Admissions Policy
- Behaviour and Relationships Policy
- Educational Visits Policy
- Emergency Evacuation / PEEP arrangements
- Medical Needs / Supporting Pupils with Medical Conditions Policy

This policy will be reviewed: September 2027

Executive Headteacher:



Chair of Governors:

Richard Butler