Lilycroft Primary School
Accessibility Plan and Policy
2025-28

The Accessibility Plan and Policy are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
A person is regarded as having a disability under the Act where 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.

Lilycroft Primary School is committed to working to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Lilycroft Primary School is committed to providing an accessible environment, which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Lilycroft Primary School plan, over time, to ensure the accessibility of provision for all children, staff and visitors to the school.

Lilycroft Primary School is a member of The Priestley Academy Trust (a multi academy trust) which is a Company Limited by Guarantee, registered in the England and Wales, company registration number 10410830. The registered address is Green Lane Primary School, Green Lane, Bradford, BD8 8HT

3. The Accessibility Plan will cover a three-year period and will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

•Improve access to the physical environment of the schools, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the schools and physical aids to access education.

• Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as all other children. This covers teaching and learning and the wider curriculum of the schools such as participation in additional activities like football sessions, Forest School or school trips. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.

• Improve and make reasonable adjustments to the delivery of written information to children, staff, parents and visitors with disabilities. Examples might include letters home, information about the schools and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Accessibility Audits of the schools, which was undertaken by the Physical and Medical Team in regards to accessibility of the physical environment for our children with disabilities. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Signed by

Headteacher: __L.Florence Dated: 1st October 2026

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THE PRIESTLEY ACADEMY TRUST BE THE CHANGE

School of SANCTUARY AWARD Welcoming People Seeking Sanctuary

Physical Friendly Setting

Planning Duty 1: Curriculum

Target	Strategies	Who	Outcome	Review Dates
Classrooms are optimally organised to promote the participation and independence of all children.	Review and implement a preferred layout of furniture and equipment to support the learning process and access to the provision in individual class bases.	SENDCO Class Teachers SEN TAs	Children have access to a range of resources to support their learning.	Spring Term 2026 Spring term 2027
All additional activities are planned to ensure they are accessible to all children.	Review all additional activities and their accessibility for all children.	SENDCO, Class Teachers SEN TAs	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Spring Term 2026 Spring term 2027
All staff to be familiar with the needs of the children with SEND in their classroom and strategies that support their learning	Regular update on the needs of individual children. Explain and model the delivery of specific strategies for each child	SENDCo Outside providers	All staff will be confident in using and delivering agreed strategies for children with SEND.	Spring Term 2026 Spring term 2027
Training for staff in the identification of and teaching children with specific learning difficulties.	Training provided for staff on specific conditions of the children in their classrooms e.g. Autism, Down's Syndrome, Spina Bifida, Visual or Hearing Impairment.	SENDCo Outside providers	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Summer Term 2026 Summer Term 2027

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Planning Duty 2: Physical environment

Target	Strategies	Who	Outcome	Review Dates
Carry out Risk Assessment of all classrooms and outdoor spaces to identify possible hazards	Both external and internal areas will be thoroughly looked at. Risk Assessments will be written for each classroom and outdoor space.	Site Manager Business Manager SENDCo	All staff will be familiar with the risk assessment for their class and will confidently carry out daily checks.	Spring Term 2026 Spring Term 2027
Ensure that all children and adults with disabilities can be safely evacuated	All PEEPs to be put in place and shared with all staff. Ensure all staff are aware of their responsibilities in relation to children with disabilities.	Head Teacher SENDCo Business Manager	All relevant staff are confident in carrying their responsibilities in relation to children with disabilities and know how to put PEEPs into action.	Autumn Term 2025 Autumn Term 2026
Improve physical access to school.	Key points in school have ramp access- Reception/KS1/KS2 and Parental Engagement Area Hygiene Room is accessible. KS1 Toilets are accessible	Site Manager Business Manager SENDCo	Learning environment is accessible to pupils with physical difficulties Access to Toilets is increased	Autumn Term 2025

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Planning Duty 3: Information

Target	Strategies	Who	Outcome	Review Dates
Availability of written material in alternative formats and different languages.	Information for families, related to schools, will be adapted according to needs of different families. This might include information in home languages of our families, information available online as well as in print, information available in specific font size or on contrasting paper when needed.	Admin SENDCO	The school will be able to provide written information in different formats when required for individual purposes	Summer Term 2026
Ensure that all staff are familiar with the support available to families of children with disabilities both in school and within the Local Authority (LA) and are able to advise parents accordingly.	All staff will receive the relevant training and input on the support available.	SENDCO	All staff will be familiar with schools' and LA Local Offer.	Summer Term 2026 Summer Term 2027
Survey families as to the quality of communication to seek their opinions as to how to improve.	Send out survey to families regarding quality of communication.	Head Teacher	School is more aware of the opinions of families and acts on this	Autumn Term 2025 Autumn Term 2026

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