

Three Rivers Schools Accessibility Plan 2026-2029

Boasley Cross Primary School

Milton Abbot Primary School

Lydford Primary School

Accessibility Plan 2026-2029

Introduction

At Three Rivers Schools, we are committed to providing an inclusive environment where all children, staff, parents and visitors are valued and respected. We recognise our duties under the Equality Act 2010 and are committed to ensuring that disabled pupils are able to participate fully in all aspects of school life.

We believe that every child has the right to access a broad, balanced and ambitious curriculum and to participate fully in the wider life of the school. Diversity and difference are understood, celebrated and valued across our school communities.

This Accessibility Plan sets out how Boasley Cross Primary School, Milton Abbot Primary School and Lydford Primary School will continue to improve access to education for pupils with disabilities over the period 2026-2029.

Aims

The schools aim to:

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

- Improve the availability of accessible information to disabled pupils, parents, carers and visitors.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 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.

Strand A: Increasing Access to the Curriculum

Objective	Actions	Responsibility	Success Criteria	Timescale
Ensure all pupils can access a broad and balanced curriculum.	Curriculum planning takes account of individual needs and reasonable adjustments are made where required.	Headteachers, SENDCo	Pupils with SEND and disabilities access the full curriculum alongside their peers.	Ongoing
Strengthen early identification of SEND and barriers to learning.	Robust assessment systems, termly pupil progress meetings and a consistent Assess-Plan-Do-Review process across all schools.	SENDCo, SLT	Needs are identified promptly and support is implemented at the earliest opportunity.	Ongoing
Ensure interventions are effective and impactful.	Monitor, review and evaluate interventions through provision mapping and pupil progress reviews.	SENDCo, Class Teachers	Interventions demonstrate positive impact and are adapted where necessary.	Termly
Develop staff expertise in inclusive practice.	Provide regular SEND, safeguarding and accessibility training.	Headteachers, SENDCo	Staff confidently implement inclusive classroom strategies.	Ongoing

Ensure educational visits and enrichment activities are accessible.	Risk assessments and reasonable adjustments considered for all visits, residentials and extracurricular opportunities.	Visit Leaders, SLT	All pupils can participate safely and successfully.	Ongoing
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Strand B: Improving the Physical Environment

Objective	Actions	Responsibility	Success Criteria	Timescale
Maintain accessible school environments.	Complete annual accessibility audits of all school sites.	Headteachers, Site Teams	Accessibility barriers are identified and actioned promptly.	Annual
Ensure accessibility is considered in future developments.	Accessibility requirements included within maintenance, refurbishment and capital projects.	Headteachers, Trust Estates Team	New developments improve accessibility for all users.	Ongoing
Improve access for pupils and visitors with mobility needs.	Maintain safe pathways, accessible entrances and appropriate signage.	Site Teams	Schools remain accessible to pupils, parents and visitors.	Ongoing
Ensure emergency procedures are accessible.	Review Personal Emergency Evacuation Plans (PEEPs) and evacuation procedures annually.	SENDCo, SLT	Appropriate arrangements are in place for all individuals requiring support.	Annual

Provide suitable facilities where required.	Review accessibility of toilets, medical spaces and learning environments.	Headteachers	Facilities meet identified needs.	Ongoing
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Strand C: Improving Access to Information

Objective	Actions	Responsibility	Success Criteria	Timescale
Ensure information is accessible to all families.	Provide key policies and communications in accessible formats upon request.	School Offices	Families are able to access essential information.	Ongoing
Improve communication with parents and carers.	Offer translated, enlarged or alternative formats where appropriate.	School Offices, SENDCo	Communication barriers are minimised.	Ongoing
Ensure website accessibility.	Regularly review websites to ensure compliance with accessibility requirements.	Headteachers, Website Administrators	Website content is accessible and easy to navigate.	Annual
Support pupils' access to learning materials.	Provide adapted resources, assistive technology and appropriate differentiation where needed.	Teachers, SENDCo	Pupils access learning successfully and independently.	Ongoing

Monitoring and Review

This Accessibility Plan will be monitored by the Headteachers and Local Governing Bodies of the Three Rivers Schools.

Progress against the objectives will be reviewed annually and reported to governors. The plan will be reviewed formally every three years or sooner if required by changes in legislation, school circumstances or identified needs.

Responsibility

Overall responsibility for implementation of this plan rests with:

- Headteachers
- SENDCo
- Local Governing Bodies
- Trust Leadership Team

All staff share responsibility for ensuring that the schools remain inclusive and accessible for all members of the community.

Document Control

Schools: Boasley Cross Primary School, Milton Abbot Primary School and Lydford Primary School

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