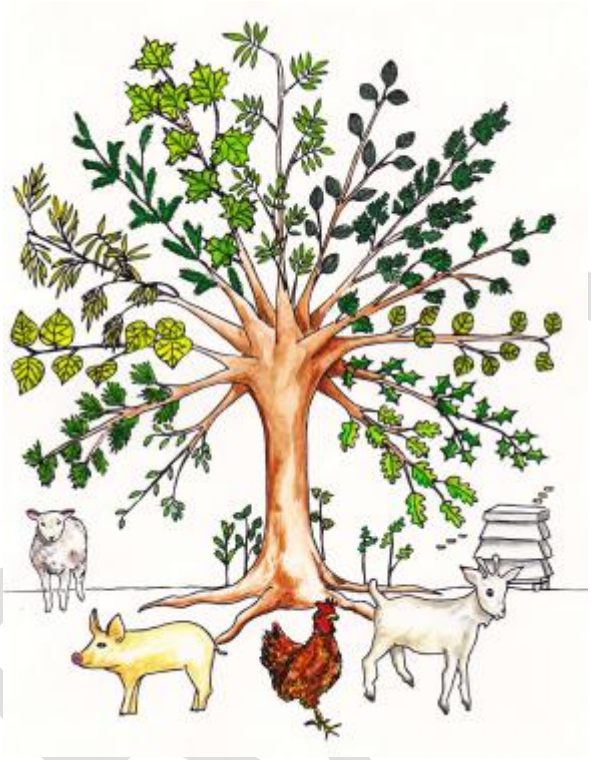
Accessibility Policy and Action Plan

Edwalton Primary School



Approved by :Full Governors		**Date:** 28th March 2018
Last reviewed on:	September 2025	
Next review due by:	September 2027	

Signed_____

Emily Talbot Michael Skinner , Chair of Governors

Date:_____

Draft copy awaiting approval at FGB meeting 8th October 2025

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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 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

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.

Edwalton Primary School is a special place to be. As part of the *Flying High Academy Partnership* we aim to provide a positive inclusive environment where children feel happy and safe and flourish, due to the care, nurture, support and challenge they receive. We take great pride in caring for our wonderful, sustainable environment and celebrate difference in our diverse school community.

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Classrooms arranged to maximise independence for all. School clubs and visits continue to be accessible to all children.	Children attend school regularly (s) Equality for all children – safe happy and valued children Inclusive technology adopted (s) Children participate in all areas of the curriculum	Attendance officer to monitor attendance and liaise with parents accordingly. PE specialists aware of all children's additional needs Ensure all children have access to ICT equipment ie dictionaries / radio aids / i-pads etc as appropriate Educational visits/ clubs planned with inclusivity in mind	TG/AB AJ/NM Class Teachers	Termly ongoing As applicable ongoing	Good attendance above 96% Children can access all areas of the curriculum despite disabilities Every child has equal access to participate in all visits / clubs

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • The building is on ground level • Ramps allow access to all areas of the school • Corridor width appropriate to wheelchair access • Disabled parking bay nearest the school entrance • Accessible toilets and changing facilities • Additional fire doors to outside with wheelchair access • All rooms have curtains/blinds or opaque film to control light and improve acoustics	Ensure that equal access is in place on the site Potential physical barriers for children, staff and parents are removed where possible	Continue to speak to pupils, parents and staff about necessary access arrangements and arrange accordingly ie interpreter present Signs and symbols used Physical adaptations made as necessary	AJ/TG All staff	Ong	No physical barriers hinder access on site.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • All children who require physical auxiliary aids have them in place. These include hearing aids, computer provision etc. • We will make a bid to SFSS or PDSS for any physical aids	Apply for auxillary aids such as I-Pads for children with additional needs (I) Children have yellow / blue / buff paper in books where needed and a reading ruler in appropriate colour (s)	On request letters to be made available in large print / coloured paper Office to support parents with accessing information ie support reading / completing forms.	AJ/TG	Ongoing as appropriate	Children will access reasonable adjustments such as assistive technology.

	we feel would support the inclusion of a child in mainstream classes. • Internal signage • Large print resources • Braille books loaned from ELS where appropriate • Pictorial or symbolic representations	Different formats available i.e. large prints – ensure all know that different formats available. (L)	SENCo staff will ensure that staff are made aware of resources available	AJ/TG	On-going as appropriate	Children will access reasonable adjustments such as assistive technology, Braille books, signs and symbols.
Provide a wider range of opportunities to support pupils with physical difficulties including coordination/ DCD	Children are identified and offered specific interventions Close liaison with health professionals Interventions and adaptations / reasonable adjustments identified.	Funfit program on rolling program to ensure all that need it can access.				
To ensure safe evacuation of pupils and staff	Evacuation plans are in place (PEEPs) All children aware of procedures Site evacuations	Review PEEP's annually or earlier if any relevant changes.		TG		
Staff Training	Specialised training provided to meet cohort needs ie Emergency meds, Makaton signing.	All staff linked to children with specific needs will continue to have their training needs met	The skill set within school will continue to be built up and rolling programs of renewal set in place.	DG/AJ/CS/TG	Ongoing	Up to date best practise will continue to be in place for all.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Head Teacher and governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

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Internal signage				
Emergency escape routes				