Accessibility Plan

Whitchurch Primary School



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| **Approved by:** |  | **Date:** September 2025 |
| **Last reviewed on:** | September 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 pupils with disabilities can participate in the curriculum
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to pupils with disabilities

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.

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, the complaints 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](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

# 3. Action plan

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

| Target  | action | Requirements | timescale | success criteria |
| --- | --- | --- | --- | --- |
| **Access to the curriculum:**To support staff in meeting the needs of a range of particular physical disabilities within the classroom. | * Staff to ensure children can reach all resources on a table either in the classroom or outside environment.
* Staff ensure that children have the right equipment to support them in their learning.
 | The staff are able to meet the requirements of all pupils needs to access the curriculum. All staff to attend training where necessary.  | Ongoing | Children will be able to access all equipment that will enable them to access the curriculum. |
| **Access to the physical environment:**School and Teachers are aware of the access needs of disabled children and staff. | * Teachers to continue to create PEEPs (Personal emergency evacuation plan) for individual disabled children.
* Where disabled staff need PEEP, a plan should be created.
 | Copies to be given to the Health and Safety Officer, SENCO and another copy to be kept in class SEND files. Staff working with the staff member should be informed. | Reviewed annually | All disabled children and staff working with them are safe and confident in event of fire, lockdown procedure or other events. |
| **Access to the wider curriculum:**Educational visits, including trips, are planned to ensure the participation of the whole range of pupils, including those identified with SEND. | * Continue to review all out of school provision to ensure compliance with legislation and that all reasonable adaptions are made
 | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | Reviewed annually | All children, including those identified with SEND can access educational visits. |
| Accessing the classroom environment:Classrooms are optimally organised and reviewed at the beginning of each year to promote the participation and independence of all pupils | * Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as changes occur and as necessary.
* Ensure that the toilets are accessible for all children.
* Consider the purchase of steps.
* Low door handles required as children move throughout the school building.
 | The staff are able to meet the requirements of all pupils needs to access the classroom environment. All staff to attend training where necessary. | Reviewed annually  | All children, including those identified with SEND can access the classroom environment. |

# 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and Headteacher.

It will be approved by the governing body and Headteacher.

# 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 (SEN) information report
* SEND policy
* Supporting pupils with medical conditions policya