Staples Road Primary School

ACCESSIBILITY PLAN

STRIVE, RESPECT, SUCCEED

Approved by:	Governing Body
Last reviewed on:	October 2026
Next review due by:	October 2029

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.
The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.
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 EFSPT and 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.
We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 EFSPT 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	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	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties. Greater awareness of and confidence in dealing with pupils with ASD and SEN	Audit staff's current skills, training and experience - decide on whether to augment these through training or employment of a specialist with these skills and experience. Identify areas where knowledge and skills base needs to be extended. Review out-of-school	Headteacher Inclusion Lead Curriculum Lead Headteacher Inclusion Lead Headteacher Inclusion Lead EVC Co-ordinator	Ongoing subject to funding Review each term On-going	Pupils are more able to access the curriculum regardless of their learning difficulties or disabilities. Better access to the curriculum for children on the SEN register. All out-of-school activities will be conducted in an inclusive environment with providers that comply with

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	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.	amongst teachers. All out-of-school activities are planned to ensure the participation of the whole range of pupils.	provision to ensure compliance with legislation.			all current and future legislative requirements .
Improve and maintain access to the physical environment	• The environment is adapted to the needs of pupils as required. This includes: Elevators, Corridor width, Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height. • Use of high visibility tape. • Access arrangement	Classrooms are optimally organized and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. Ensure all areas of school building and grounds are as accessible for all children and	Review and provide guidance on the preferred layout of furniture and specialist equipment to support the learning process in individual class bases. SEN staff to audit accessibility of school buildings and grounds. Implement Specialist Teacher advice re any	Headteacher Inclusion Lead SSO	Reviewed annually On-going	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils and run smoothly. Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all - budget

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	s to meet individual needs when taking tests etc. will be applied for and support provided when required.	adults as possible and to continue to improve the access of the physical environment for all. SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	adaptations.			allowing. Safe access to the school site to minimize hazards. All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.
Ensure that all pupils make progress including vulnerable groups	• Pupil progress meetings focus on all pupils with a specific focus on vulnerable groups. • Target Tracker contextual data used to identify pupils. • Interventions and tailored support in use across	All pupils make good or accelerated progress from their starting points. Improve staff expertise in need identification.	Track progress of all pupils, including those with a disability. Set appropriate targets for pupils with additional needs. Further develop the teachers' use of data in targeting pupils.	Classteachers Headteacher Inclusion Lead Deputy Headteacher	Review each Term Termly On-going	All pupils make good or accelerated progress from their starting points. Early identification of need and subsequent support in place.

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	key stages.		Further develop the middle leaders use of data in creating action plans to address particular needs.			
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: Internal signage, Large print resources, Induction loops, Individual screens, Pictorial or symbolic representations.	Accessibility of information to all parents.	All letters and communication with parents to be on school website and directly emailed to parents with a visual impairment. Add pictures to labels where appropriate for EAL/SEND pupils.	SENCO Site Manager	On-going	Parents all have equal access to school information and reports.
To ensure that there are sufficient opportunities within the	• To consider coverage of equalities issues in mapping out the	Increase in pupils' participation, confidence and achievement.	The school's curriculum has addressed equalities	SLT Teachers PSHCE Subject Lead	Annually	All pupils receive high quality teaching with opportunities to learn

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school's curriculum to address equalities issues	curriculum. • To ensure that through PSHCE lessons and assemblies that all children learn about racism and equality issues in general.	Pupils understanding to have improved.	issues.			about equalities/inequalities.
To continue to ensure that displays are reflective of the school community	• Continued coverage of a wealth of subject areas with diverse links and displays linked to EAL etc.	Monitor pupil's responses to the school environment in pupil surveys. SLT to carry out climate walks and ensure coverage. The community is well reflected in the school.	Display updates and environment walks.	SLT Teachers	Termly	School displays reflect our increasing diverse school population.

4. Monitoring arrangements

This document will be reviewed and approved every 3 years by the Governing Body, but may be reviewed and updated more frequently if necessary.

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
- Supporting pupils with medical conditions policy