



Eggbuckland Vale Primary School

Accessibility Policy and Plan

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Statement of intent

Eggbuckland Vale is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils can enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Equality and Diversity and SEND Policies.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- The Dead Education Policy
- Admissions Policy
- Relationships and Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil because of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. The Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be **September 2028**. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school to discuss the pupil's specific needs.

7. The Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Each subject lead and the SENCO/Deputy SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching, e.g. pupil profiles.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. teaching assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum including information

	Issue	What	Who	When	Outcome	Review
Short term	Staff members continue to ensure the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO, Deputy SENCO SLT	Autumn 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2026
	Staff members require ongoing training to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum	Headteacher, SENCO, Deputy SENCO, advice from external professionals	Autumn 2025	Staff members have the skills to support pupils with SEND	Summer 2026
Medium term	The needs of children with complex physical and medical needs are not planned for far enough in advance	Needs of pupils with SEND are incorporated into the planning process – including school trips and residential	Teachers, SENCO, Deputy SENCO, Teachers of the deaf	Autumn 2025	Planning of school trips considers pupils with complex needs at least a year in advance of trips	Summer 2026
Long term	Pupils with emotional needs cannot always access lessons and leave the classroom	Revisiting of the Relationships Policy, Identification of safe spaces within school	Headteacher, SENCO, Deputy SENCO, SLT	Autumn 2025	Pupils with SEND can access lessons	Summer 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Governors do not know if the school's physical environment is accessible	Audit of physical environment	Governors	Autumn 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Spring 2026
Medium term	Hoists, slings and stair lift need regular services. These are not actioned in a	Investigate dates of last service and contact the service providers to	SBM Site Manager	Autumn 2025	Hoists, lifts and slings will be serviced annually	Summer 2026

	timely manner.	ensure the equipment is serviced and in good working order.				
Long term	Children with physical disabilities cannot easily access Forest Camp.	Risk assessment to be carried out of paths and surfaces to ensure they are safe and accessible. Funding to be sourced for repairs of pathway.	SBM/building contractors	Spring 2026	Forest camp is fully accessible	Autumn 2027

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	SLT do not know whether all school information is accessible	Audit of information and delivery procedures	SENCO / Deputy SENCO and IT technician	Autumn 2025	School is aware of accessibility gaps to its information delivery procedures	Summer 2026
Medium term	Written information is not always accessible to pupils or parents with visual impairments / literacy difficulties / autism	Provide written information in alternative formats including large print, signed videos and Widgit symbols	SENCO / Deputy SENCO, TOD / CSW and IT technician	Autumn 2025	Written information is fully accessible to children and parents with additional needs	Summer 2026
Long term	School website is not accessible to children with SEND	Audit of website	SENCO / Deputy SENCO and IT technician	Spring 2026	Website is fully accessible	Autumn 2027

10. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.