



Eldersfield Lawn C.E. Primary School

LIFE

Living and Inspiring Futures for Everyone

“Start children off on the way they should go and even when they are old, they will not turn from it.”

Proverbs: 22:6

Accessibility Plan

Policy Review: September 2025

Next Review: September 2028

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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.

Through our promotion of Christian Values we aim to:

do everything we can to ensure that the children of this school, as they develop intellectually, emotionally and physically, will also grow socially and spiritually so gaining a genuine respect for themselves, for each other and the whole world.

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.

We have included a range of stakeholders in the development of this accessibility plan, including 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.

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 <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability		Ensure that every child's need are met and that every child has the opportunity to be challenged, allowing them to meet their full potential.	Monitored through book looks, lesson observations and pupil voice.	SENDCo and Headteacher	End of December, end of April and the end of July from 2025-2028	
			Regular (termly) Pupil Progress meetings are held to track all children, including those with a disability.	Headteacher All teaching staff/subject	Termly	

Our school offers an adapted curriculum to enable all pupils to access learning.

We use a wide range of structured, practical and engaging resources tailored to the needs of pupils who require additional support to enable them to access the curriculum.

Curriculum resources include examples the protected characteristics and British Values to recognise differences.

Curriculum progress is carefully tracked for all pupils, including those with a disability.

Targets are discussed with the adults working with the child and are appropriately set through clear measures of success for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

The curriculum is revised annually to ensure it is fit for purpose to meet the needs of every child.

The whole school curriculum is revisited annually to ensure it meets the needs of all children

leads with Assistant Head /Headteacher

End of December, end of April and the end of July from 2025-2028

Aspirational targets set at the start of the year are met.

Any child who has specific need that has become a barrier to their learning will take part through intervention to help them reduce this barrier and enable them to reach their potential.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.	To enable every child and visitor to access every part of the school building and make use of all resources	The buildings committee of the governing body carry out a full audit of needs on a termly basis to ensure that the school infrastructure is fit for purpose.	Premises Committee	Termly	All school stakeholders and visitors to all areas of the school building.
	<i>This includes:</i> • <i>Disabled toilet and changing facilities</i> • <i>Ramp to the front door</i> • <i>Stairlift</i>					

Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Ipads and headphones</i> • <i>Large accessible keyboards</i> • <i>Sensory room</i>	To enable every child and visitor to access every part of the school building and make use of all resources ensuring that they are never put at a disadvantage.	The resources committee of the governing body, carry out audits of needs to ensure that the school infrastructure is fit for purpose and action amendments/improvements when appropriate.	Resources Committee	Termly	All school stakeholders and visitors will have full access to all school resources.
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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 governing body of Eldersfield Lawn C.E Primary School.

5. Links with other policies

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

- Risk assessments
- Health and Safety policy
- Single Equalities Policy
- Special educational needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	NA	Headteacher and the governing body	Ongoing
Corridor access	Wide enough for wheelchair access	NA	Headteacher and the governing body	Ongoing
Lifts	1 from the main entrance to the hall	Ensure that this is serviced and operational	Headteacher and the governing body	Ongoing
Parking bays	6 but limited access	Make specific arrangements if necessary	Headteacher and the governing body	Ongoing
Entrances	Main entrance, Children's entrance and Hall access	NA	Headteacher and the governing body	Ongoing
Ramps	One to access the main entrance	NA	Headteacher and the governing body	Ongoing

Toilets	2 children's, 2 adult's, 1 DWC	Ensure that access to the DWC is kept clear	Headteacher and the governing body	Ongoing
Reception area	Accessed via a ramp	NA	Headteacher and the governing body	Ongoing
Internal signage	Clear	NA	Headteacher and the governing body	Ongoing
Emergency escape routes	Clearly signposted	NA	Headteacher and the governing body	Ongoing

