

Accessibility plan

Easton CofE Primary School



Approved by:	David Kooyman	Date: 10/10/25
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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. Our school motto is:

'Being different. Belonging together'

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 which will be supported by our trust partnership with Lighthouse.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, 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 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](#), '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.

Across the classrooms and two buildings

The main building is limited to ramp access in the reception classrooms and nursery. Year 1, 2 and 3 in the main building can be accessed via an outdoor ramp and access to the lunch hall, playground is via ramp access. Future plans will need to include accessible nursery and reception classrooms via wheelchair and will be dependent on funding allocation.

AIM 1	CURRENT 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
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Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • 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 make sure it meets the needs of all pupils • Pupils are able to plan trips and residential to ensure no children are excluded on the grounds of disability participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This includes : ☐ Outdoor Education ☐ Sports ☐	Teachers and TA's to be trained as and when needed, this can include whole school training and training for smaller groups dependent of needs in year group	Prioritise needs of current children Use of alternative resources – such as ICT, wobble cushions, fiddle objects, movement break	Head teacher/ SNDCO	Ongoing	All teachers and TAs are able to more fully meet different needs in the delivery of the curriculum All pupils are able to access the curriculum in accordance with their learning style
		To ensure all pupils can see the teaching and learning resources.	Ensure interactive whiteboards have large font / coloured backgrounds / font for visually impaired and dyslexic pupils.	Teachers/ SENDCO	Ongoing	All pupils can access the teaching and learning.
		To ensure every people can access assessments e.g. SATs	Seek extra time / access arrangements for identified children	Class teachers/ SLT/ SENCO	As required	Il pupils are able to demonstrate that they have been able to access the curriculum.
		To plan trips and residential to ensure no children are excluded on the grounds of disability	Assess needs of every group and build into risk assessment and planning criteria	Class teachers/ SENCO	As required	Activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.

AIM 1	CURRENT 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
	Music ☐ Clubs and activities ☐ Excursions and trips					

AIM 2	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
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Improve and maintain access to the physical environment	- The environment is adapted to the needs of pupils as required. (SEE TABLE ABOVE) At Easton this includes Ramps in the new build Corridor width Disabled toilets Disabled parking bay - The environment in the main building will need ramp access	To reduce the amount of trip hazards Allow access for children with wheelchairs in the main building in the EYFS area	Allocate funding and check with site team if this is possible	Headteacher / Business Manager Headteacher/		Visitors staff children have safe surface to walk on
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AIM 3	CURRENT GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability (such as auditory / written information and signage)	The environment is adapted to the needs of pupils as required. (SEE TABLE ABOVE) At Easton this includes Ramps in the new build Corridor width Disabled toilets Disabled parking bay	To reduce the amount of trip hazards Our school uses a range of communication methods to ensure information is accessible. This includes: ☐ Internal signage ☐ Pictorial or symbolic representations	To make written information for pupils (such as handouts, homework etc.) available in alternative formats	Headteacher / Business Manager Adapt written information to ensure all pupils can access it	As required	Visitors staff children have safe surface to walk on All pupils can access all written information

		Large print materials / resources are available when required. If any pupils have difficulty accessing information normally provided in writing by the school such as handouts, homework etc., then the school will be happy to consider alternative forms of provision If any parents / carers have difficulty accessing information normally provided in writing by the school such as newsletters, prospectus etc., then the school will be happy to consider alternative forms of provision	To make written information for parents (such as school prospectus, newsletters etc.) available in alternative formats. To ensure all signs are clear and helpful to all users	Admin staff All staff	As required As required	All school information is available for all parents and carers All signs in and around school give clear guidance to all children, staff and visitors
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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 reviewed by school governors and Head Teacher.

It will be approved by the acting Head- David Kooyman

The governing body will be responsible for the strategic direction of the School's Accessibility Plan.

The governors will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan

The Head teacher and the SENCo will be responsible for the plan's day to day implementation.

Progress of the Plan's Priorities will be reported: - to the Full Governing Body at least once per year

5. Links with other policies

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

- 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 policy