

Caroline Haslett Primary School & Faraday Club



Accessibility Plan

Date of Issue: April 2026

Date of next review: April 2029

(or earlier in the event of legislation changes)

Approved by the Headteacher on: _____

Signed: _____ (Headteacher)

Date: _____

Approved by the Governing Board on: _____

Signed: _____ (Chair of Governors)

Date: _____

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.

Throughout all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse multi-ethnic society.

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

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 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 | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|---|---|-----------------------|--|--|
| <p>Increase access to curriculum for pupils with a disability</p> | <p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Concrete resources are used to enable all children to access maths objectives.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>SEND pupils are a focus at pupil progress meetings and staff meetings.</p> <p>Appraisal targets are linked to attainment for all pupils, including those with SEND.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Vulnerable group faculty meets fortnightly.</p> <p>Learning walks are conducted with the SEND governor and meetings are held termly.</p> | <p>Any child that is new to the school has their needs assessed.</p> <p>Expert advice is sought to assist staff in knowing how to support children appropriately.</p> | <p>Review the needs of each cohort at the start of the school year and for individual pupils who join mid year.</p> <p>Continue to work with outside agencies for example: Psychology for Learning.</p> <p>SENDCo to conduct a range of monitoring activities including learning walks, book/planning scrutinies and pupil voice.</p> | <p>SENDCO SLT</p> | <p>At the beginning of the academic year and immediately when a child joins mid year.</p> <p>As necessary and when needed.</p> | <p>All children access all curriculum areas.</p> <p>Lesson plans, support in class and interventions reflect the most recent advice on how to support individuals needs</p> <p>SEND governor report acknowledges achievement of objective.</p> |

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|--|--|--|---|---|-----------------------------|---|
| <p>Improve and maintain access to the physical environment</p> | <p>Doorways accommodate wheel chair users (although some doors open outwards preventing independent access).</p> <p>Disabled access toilets are situated at the front of the school.</p> <p>There are two disabled parking spaces in the Local Authority car park, in front of the school. There is additional disabled parking in the school car park.</p> <p>School trips are adapted to ensure children can access transport and venue.</p> <p>Exterior lighting.</p> <p>Yellow paint on step edges that improve access to the physical environment.</p> <p>Ramp access to the front of school.</p> <p>Library shelves are at wheelchair accessible height.</p> | <p>Create an access plan for children with disabilities, as required.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is created if required for any new children or adults with disabilities.</p> | <p>Seek external agency advice as required.</p> <p>Create access plans and share with all staff.</p> <p>Create PEEPs and share with all staff and members of the health and safety committee.</p> | <p>Site manager</p> <p>SENDCO</p> <p>Governors</p> <p>All staff</p> | <p>As required</p> | <p>Individuals with physical disabilities, or mobility difficulties will be able to access all areas of the school site with increasing independence.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <p>All class resources are printed on cream paper, or specific colours for children with overlays.</p> <p>Boards are dyslexic friendly. Children with dyslexia or suspected dyslexia complete a screening using Testwise.</p> <p>Visual timetables are used in all classes and children with additional needs are provided with a personalised one where needed.</p> <p>All children requiring visual stress overlays have access to them.</p> <p>Reading materials are printed on the colour closest to the overlay; this forms part of our assessment access arrangements.</p> <p>High contrast print outs are available for children with SpLD, VI and Downs Syndrome, where required.</p> | <p>The PE curriculum is reviewed to include disability access.</p> <p>Ensure staff and external coaches running clubs, as well as peripatetic music teachers, are aware of any additional support that may be needed.</p> <p>Identify staff training needs.</p> | <p>SENDCo to meet with Sports Coach to review and adapt current PE/Games curriculum and resources.</p> <p>SENDCo to meet with external coaches, club leaders and peripatetic music teachers as required.</p> <p>Assess children for coloured overlays/dyslexia as and when necessary.</p> | <p>SENDCO</p> <p>All staff</p> <p>Sports Coach</p> | <p>Ongoing</p> | <p>Monitoring shows; PE/Games curriculum fully accessible for SEND children.</p> <p>SEND children are able to fully participate in the wider school offer.</p> |

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 SENDCo Helen Thomson.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) information report
- Special educational needs (SEND) policy.
- Supporting pupils with medical conditions policy