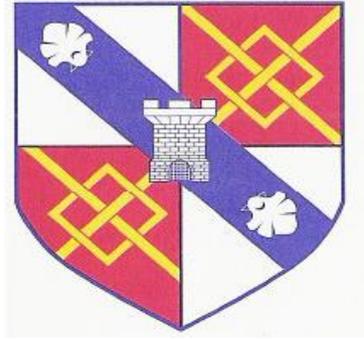


EARL SPENCER PRIMARY SCHOOL

“STRIVING FOR EXCELLENCE”



## **ACCESSIBILITY PLAN**

Date reviewed: 9<sup>th</sup> September 2025

Approved by: Headteacher

Ratified by Governors:

Next review due by: 9<sup>th</sup> September 2026

## **Introduction**

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 aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Earl Spencer Primary School we are committed to:

- Ensuring equal treatment of all employees, pupils and any others involved in the community with any form of disability and that those with a disability are not treated less favourably in any procedures, practices and service delivery.
- We will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.
- We recognise that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society.

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.

## **Aims and objectives**

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life.
- 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.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The audit, 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

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

### **The priorities of the Accessibility Plan**

#### **Increasing the extent to which all our pupils can participate in the school curriculum**

At Earl Spencer, our pupils have access to all areas of the curriculum through reasonably adjustments and access to additional staff should they require this support. Our pupils are aware of disability through assembly themes, playground

buddies and school council. Arrangements are always made for all pupils to attend school visits.

The school has a high number of children with special educational needs and English as an additional language and works to ensure that they have full access to the curriculum. *Full details can be found in the SEND Policy.*

### **Improving the physical environment of the school to increase the extent to which all our pupils can take advantage of education and associated services.**

All children and staff are able to have access to all areas of the school. The classrooms have doors to the outside and they are not at present able to be used by wheelchairs without assistance. In the KS1 building, classroom sinks are also not at a height to be used by people in wheelchairs. There are visual fire alarms where people may be isolated e.g. in the toilets and the main school building.

### **Management, coordination and implementation.**

- The governing body will review the accessibility plan every three years.
- The school SENCO will be the member of staff identified for people to contact throughout the year of any changes in circumstances.
- The SENCO will liaise with the foundation stage coordinator and school office staff of new intake and new admissions.

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
<b>1. Monitoring the accessibility plan.</b>					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	SLT Governing Body	Policies
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years (Review and monitor every year alongside SEND policy)	Staff meetings SLT meetings	SENCO Headteacher Governing Body	SLT minutes Governing minutes
Continue to create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of need within school	Ongoing	SEND spreadsheet Update need on SIMS annually	SENCO SLT	SEND spreadsheet SIMS
<b>2. Promoting access to the curriculum</b>					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Risk assessments Pre-trip visits	Teaching Staff SLT	Risk assessment log

School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to school visits	Ongoing	Pre visit visits Risk assessment	Teaching staff SENCO	All children access all visits
Classrooms and other settings are appropriately organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	Ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process for each individual case (alongside risk assessment)	Teaching staff SENCO Headteacher	Learning walks
Training and awareness raising of disability issues for staff, governors, parents and pupils	Whole school community awareness of the issues relating to access within school	Ongoing	Understanding of differing needs and disabilities	SENCO	Training records
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	Ongoing	Audit of need ICT equipment to meet needs of specific pupils Specialist support from outside agencies if required	SENCO IT Lead	Children have access to ICT equipment to help them with the recording of their work

To monitor new cohorts and admissions	Need will be identified early allowing adjustments to be made for new arrivals at the school.	Ongoing	SEND spreadsheet SIMS New arrival forms	SENCO SLT	Updates to SIMS SEND spreadsheet
<b>3. Improve and maintain access to the physical environment</b>					
Ensure that pupils in wheelchairs can move around the school/classrooms without experiencing barriers	All children and adults in wheelchairs can access all parts of the school	Carry out audit of need, if the need arises. Carry out risk assessments if the need arises.	Specialist support from outside agencies Doors to and from classrooms are wide enough for wheelchair access Personal Emergency Evacuation Plan will be completed for pupils in wheelchairs	SENCO Headteacher/Deputy Headteacher Health and Safety Lead	Health and Safety walks Risk assessment logs PEEP logs
Provide pathways to travel around the site. No areas in school only accessible by steps – all areas ramped/lift access to upstairs KS2 building.	All children and adults in wheelchairs can access all parts of the school		Specialist support from outside agencies	Headteacher Health and Safety Lead	Health and Safety walks
Access to appropriate toileting/changing facilities.	Children and adults toileting/changing needs are met.	Ongoing	Changing facilities, with an appropriate changing bed, are available for our pupils.	Headteacher SENCO	Intimate care policy

			All toilets are accessible to adults and pupils. Intimate care plans will be put in place when a child requires support additional support using the toilet.		
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	Head teacher All Staff SENCO	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
<b>4. Access to information</b>					
Provide information in a range of formats	Information will be provided in a range of formats, suitable for each individual case.	Carry out audit of need, if the need arises.	Specialist resources and support from outside agencies	Headteacher Admin team SENCO All staff	Pupil and parent voice

		Provide documents in alternate format should need arise.			
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	Information will be provided in a range of formats, suitable for each individual case.	Carry out audit of need, if the need arises. Provide documents in alternate format should need arise.	Specialist support from LA when needed. Update Sims to outline communication method Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	SLT Admin team	Copies of information kept on file.
Create an accurate database of pupils, staff, and parents / carers with identified disabilities	Up to date database of needs within school	Ongoing	Staff training on where to access information. Regularly updating SIMS to outline need.	SLT SENCO Admin team	Annual updates

