



Accessibility Plan

Adel Primary School

Version Control

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Owner	Tamsin Benning
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Target	All stakeholders (staff, parents, governors, pupils)

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Change History

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V2.	Tamsin Benning	Second Draft	22.05.25

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action Plan	4
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

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.

We will ensure that:

- all children, regardless of disability, have the same opportunities and experiences through our curriculum
- our building is accessible and safe for all who enter it.
- ensure that information for both children and parents with disabilities is accessible to through a variety of means and technologies.

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. This includes working with the Local Authority, other professional organisations, charities, support groups and the school cluster.

Our school's complaints procedure covers the accessibility plan. If anyone has 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 pupils, parents, staff and Governors.

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	Actions	Persons Responsible	Date to be Completed	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Continue to develop learning environments that are accessible to pupils with SEND Continue to assess, track progress and set targets for pupils with SEND using finely graded assessment tools (BSquared / SENIT Developmental Journal) Continue to develop staff confidence in supporting pupils with SEND effectively while also developing their independence as learners – CPD / SENDCo support to be provided Continue to develop opportunities for children to see positive disabled role models in curriculum resources 	SENDCo; Class Teachers; subject leaders	Ongoing	<ul style="list-style-type: none"> Learning spaces are 'friendly' for pupils with disabilities (including dyslexia, autism and hearing impairments) Pupils with SEND have a fully personalised curriculum (where appropriate) based on their individual strengths and needs Pupils with SEND are supported effectively by all adults in the classroom while also developing their independence Positive disabled role models are represented in resources / teaching materials across the curriculum
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Improved signage at the entrance to the school grounds show the location of the main entrance and other areas, e.g. nature conservation area, classrooms New signage to deter misuse of disabled parking bays Lower window at reception front desk to increase accessibility for wheelchair users Improve accessibility of toilet facilities for pupils by providing more accessible sinks and dryers Ensure the Nature Conservation Area is accessible for wheelchair users 	Headteacher; Superintendent; School Business Managers	July 2026	<ul style="list-style-type: none"> Wheelchair users and people with other disabilities are able to easily access all areas within the school grounds Disabled parking bays are used by those with a disability only All pupils are able to access facilities within the toilets
Improve the	<ul style="list-style-type: none"> Improve delivery of auditory information to pupils, parents and staff with hearing impairments by 	Headteacher;	July 2026	<ul style="list-style-type: none"> People (parents, staff, pupils, visitors) with a hearing impairment

delivery of information to pupils with a disability	<p>improving acoustics in the school hall</p> <ul style="list-style-type: none"> • Use of induction loop at reception front desk for visitors with a hearing impairment • Deaf-friendly classroom environments with use of visuals, appropriate seating arrangements and reduction of unnecessary noise • Installation of 'blue sky' panels over light fittings to reduce glare / brightness of overhead lighting 	Superintendent; School Business Managers; SENDCo; class teachers		<p>are able to access information provided within the school building</p> <ul style="list-style-type: none"> • Staff and pupils with visual impairments are able to work comfortably in the classrooms
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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 board.

5. Links with other policies

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

- Risk assessment policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty)
- Special Educational Needs and Disabilities (SEND) and Inclusion Policy (including SEND Information Report)
- Supporting Pupils with Medical Conditions Policy

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	Yes	As per Equality Act, 2010 (1.25): 'schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities'
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	Yes	Favourable treatment for those with a disability
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Yes	Required by Equality Act, 2010
4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	