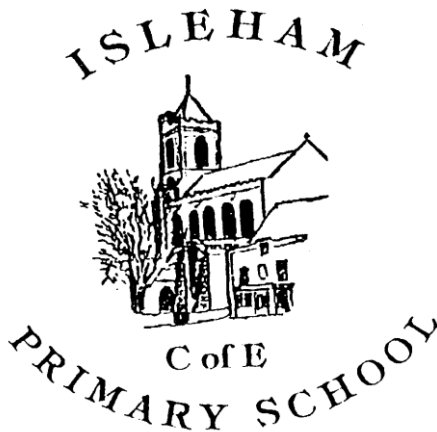


Isleham C of E Primary School



Accessibility Plan

POLICY DOCUMENT	Accessibility Plan
Policy Number	2
Type of Policy –	School's Own
Governor Committee	Full Governing Body
Approval Date	September 2025
Review Frequency	Annual
Date of next review	September 2028
Publication Date	
Chair of Governing Body signature	
Publish on School Website	Yes

Contents

1. Aims	3
2. Legislation and guidance	4
3. Action plan	5
4. Monitoring arrangements	8
5. Links with other policies	8

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.

At Isleham CE Primary School, the staff and Governors aim to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils
- Set high standards and targets for all pupils including those with a disability
- Strive to achieve high standards in all areas of the curriculum
- Nurture an awareness of the need for a healthy lifestyle
- Provide a safe and secure learning environment for all pupils
- Provide opportunities for everyone to make a positive contribution to the community and wider world
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods
- Develop pupil collaboration and independent learning opportunities
- Make sure that all pupils are happy and fulfilled having a positive self-esteem
- Ensure that pupils understand social responsibilities within the wider community, know their boundaries and are mutually respectful
- Celebrate achievement as well as attainment of all
- Equip all our pupils with the necessary life-skills to become literate and numerate in order to gain a lifelong means of communication
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents and visitors regardless of the education, physical, social, spiritual, emotional, gender and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are also committed to offering an inclusive curriculum to ensure the best possible progress for

all our pupils, whatever their needs or abilities.

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 pupils, parents, 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 and ongoing good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible
To ensure that SEND pupils receive the help they need to overcome any challenges they face, especially within the classroom ensuring they are learning as well as their peers	• An experienced SENCo and Head to lead on improving Inclusion • Focus on improving teaching and learning in training • Review ADPRs and their effectiveness • Monitor planning and learning for adaptiveness of curriculum to meet all children's needs • In y1, continuous provision is ongoing. • Provide workshops for parents in supporting their pupils at home – with behaviour, learning etc • 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. • Additional equipment is provided where appropriate to enable pupils with additional needs to access the curriculum fully. • Liaise with pre-school and previous schools in preparation for children starting • Liaise with parents on a regular basis to ensure best practice for their children • Establish close links with the relevant outside agencies to ensure best provision.	Pupils with SEND needs are identified and support organised Think outside of the box in providing support/intervention in order for pupils with SEND to make accelerated progress Develop Learning Areas for specific children. SEND pupils to make good progress in the core subjects	• Regular monitoring of all subjects to ensure that all pupils can access the curriculum • Ensure all pupils have appropriate equipment/areas to access learning • Data for all pupils is updated termly • From pupil progress meetings, specific targets are set for all pupil groups	SLT SENCo. Class teachers

	• Deploy teaching assistants effectively to ensure support is available for those in need • Ensure environment is adapted to the needs of the pupils.			
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To further develop opportunities for all, particularly our most vulnerable.	• Review our curriculum – look at ways to enhance their learning – how can we think outside the box? Trips and visitors – can all pupils access this • Every teacher to provide a six-weeks block offering a club • Invite PP/SEND pupils to attend a range of clubs • Offer more opportunities to Pupil Premium/SEND children through tournaments and before school, lunchtime and after school clubs • Monitor engagement of PP/SEND pupils in sports activities • Teach pupils about the improved impact on health through physical fitness • Further develop the leadership for children in sports • Further develop alternative lunchtime provision for those children who do not like to engage in physical activities.	All pupils get access to our curriculum which delivers a wholesome education meeting beyond the National Curriculum requirements A range of clubs are offered to all pupils in school Greater appreciated of the impact on PE has on their lives both in and out of class. Sports Day format is improved and is more inclusive. Pupil enjoyment/ Participation is increased Consistent and outstanding teaching and learning taking place throughout the school.	• Review curriculum and enhancement opportunities • Offer range of clubs – with access to all pupils • Regular monitoring of engagement-who by? Frequency? How can we engage? • Use of PE to engage	SLT
				PE Lead
				Teachers

To ensure that leaders support staff to understand and use leaders' guidance consistently in order to provide appropriate learning opportunities for pupils with SEND.	• Provide training for all staff in order to cater for all the children in their classes; and establish accountability and understanding of roles when teaching pupils with SEND • Audit the staff's training needs and resources where SEND is required – get best possible training e.g. for dyslexia etc. • Provide opportunities for staff to observe good practise of teaching SEND pupils in class – both within school and externally • Ensure that there are opportunities to research/reflect initiatives to help improve the provision for pupils with SEND • Re-evaluate and review practices in school – monitoring effectiveness/value for money including the roles of SENCos. • Include questions regarding training support for SEND pupils in staff questionnaire are used to inform SLT • In pupil progress meetings, staff to specifically monitor the progress of SEND pupils • Evaluate interventions given – impact on pupils missing class teacher time	Teachers/TAs will feel confident to plan and teach all pupils in their classroom in order to meet the children's needs within the classroom, ensuring all children are able to access the curriculum	• Ensure staff are adequately trained to cater for the needs of our pupils • Regular monitoring and reviewing of staff and interventions etc. • Use of extra teachers to support with delivering QFT for all	SLT Class teachers SENCo.
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3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

4. 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
- Supporting pupils with medical conditions policy

Equalities Impact Statement:

1.Has this policy fully considered the School's Equality objectives and statement? Yes

2.Are there any impacts of the School's Equality objectives and statement on this policy? No