



ACCESSIBILITY PLAN

2025 - 2026

APPROVED BY	DATE OF APPROVAL
Miss Guest (headteacher) I.E.B	March 202
REVIEW DUE BY	GOVERNOR LINK
February 2025	Mr J Painter (Chair of I.E.B)

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Statement of intent

This plan outlines how Grove Primary School and Nursery aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The I.E.B 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The I.E.B will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the I.E.B, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and I.E.B to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The I.E.B will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the I.E.B will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the I.E.B will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the I.E.B will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the I.E.B 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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

Aim	Success criteria	Actions to be taken	Person responsible	Date to complete actions by
Disabled parking	Two clearly designated disabled parking space marked in the school car park	Ensure signage remains clear	Site Manager	Ongoing maintenance
Disabled toilet	Toilet is clear of any obstructions. Any personal care equipment is locked away and clearly labeled.	Remove any obstructions. Ensure a locked safe is available	First Aid co-ordinator / Site Manager / SLT	Ongoing maintenance schedule
Corridors	Corridors are clear of obstructions.	Remove any furniture that makes access to the corridors difficult. Cloakrooms to be kept clean, tidy and free from obstruction	Site Manager All staff Children	Ongoing
Changing and shower facilities	Changing room is clear of any obstructions Shower in good working order	Ensure shower is checked regularly Changing room to be free of equipment or resources that are not in use	Site Manager First Aiders	Annual check (July)

Ensure all stakeholders communicate access needs	Reminder sent out to parents annually and changes made accordingly	Send a reminder to parents/carers through the newsletter to let us know if they have any problems with access to areas of the school.	SENDco	Annual
Ensure safe emergency exit routes	Half termly fire drills at different times of day One fire drill focused on accessibility points	Fire drills planned	Heads Site manager	Yearly
Availability of written material in alternative formats when specifically requested	School can provide written material in alternative languages/spoken or in Braille where needed.	Ensure school is aware of services available for converting written information into alternative formats Use of Class Dojo to communicate with parents	SENDco	Annual review
All documents consider the implications for disability access	Documents show due consideration and are made accessible to all	Review formats publicized on school website Check compliance with current legislation	SENDco	Annual

This plan will be reviewed on an **annual** basis by the I.E.B and headteacher. The next scheduled review date for this plan is **February 2026**, Any changes to this plan will be communicated to all staff members and relevant parties

