

East Ayton



Primary
School

Traditional Values, Modern Vision

Accessibility plan

Reviewed: September 2025

Next review due: September 2028

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.

This links to our core values which apply to all:

- To create a happy, stimulating and safe learning environment for both children and adults.
- To develop a love of learning and the opportunity for each individual to achieve their full potential and to develop and explore their own interests in a secure and challenging environment.
- To enable children to become confident, resourceful, enquiring and independent learners, able to apply their skills.
- To create an atmosphere of mutual respect, understanding and consideration for the ideas, attitudes, values and feelings of others.
- To develop children's self-esteem, resilience, personal development and wellbeing.
- To enable children to value and be valued as part of their community.

The plan will be made available 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, the complaints procedure sets out the process for raising these concerns.

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.

AIM	CURRENT GOOD PRACTICE	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Access to the Curriculum Increase access to the curriculum for pupils with a disability Increase confidence of staff in differentiating the curriculum Ensure all staff are aware of disabled children’s curriculum access School is aware of the access needs of disabled children, staff and parent/carers	• Our school offers a differentiated curriculum for all pupils • We 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 • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Inclusion Policy in place and in use Regular staff training in inclusive practices and resources including SEN Set up system of individual access plans for disabled children, including the use of ICT equipment and microphone systems/ edu-mic in classrooms and hall Ensure all school visits are accessible to all children Review curriculum to ensure disability issues are included	Reviewed every 3 years As required	Raised confidence of staff in strategies for differentiation and increased pupil participation All staff work from a disability equality Staff aware of equality issues All pupils in school have access to all trips and take part in a range of activities All pupils aware of disability issues and react positively to them

AIM	CURRENT GOOD PRACTICE	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Access to the physical environment Improve and maintain access to the physical environment Ensure that all disabled individuals can be safely evacuated	The environment is adapted to the needs of pupils as required. This includes: • Ramps to access doors and playground • Portable ramp for where a set ramp is not permanently in place. • Corridors wide enough for wheelchair access • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Large print signs where needed	Create access plans for individual disabled children Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc Layouts of rooms regularly checked and modified if necessary to support access Put in place Personal Emergence Evacuation Plans for all as required Develop a system to ensure all staff are aware of their responsibilities.	As required	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings All disabled individuals and staff working with them are safe and confident in event of fire

AIM	CURRENT GOOD PRACTICE	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Access to information Improve the delivery of information to pupils with a disability Review information to parents/carers to ensure it is accessible Liaise with relevant pre-school providers Liaise with sending school for pupils transferring from another Primary setting Inclusive discussion of access with parents at Annual Reviews	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Edu-mic	Ask parents/carers about access needs when child is admitted to school Be prepared to produce information in alternative formats e.g. large print as required Visit the setting to see the children/ talk to parents and staff. Invite children into school before starting date – talk to parents. Make use of all information sent from previous setting to establish baseline and individual needs. Form part of review meeting	As required	Needs are known on entry Child is fully included in relevant class Appropriate targets are set All staff have awareness of needs

3. 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) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy