




Accessibility Plan 2025-2028

Name: Kirsty Fox

Position: Headteacher

Signed: 

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1. Introduction

The Equality Act 2010 replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act (DDA), and Sex Discrimination Act. It provides a consolidated source of discrimination law covering all unlawful types of discrimination, simplifying the law, removing inconsistencies, and extending protection in certain areas.

Disability discrimination law key points:

- Disabled persons may be treated more favourably than non-disabled persons when necessary.
 - No exhaustive list of daily activities is required to meet the definition of disability.
 - Failure to make reasonable adjustments can no longer be justified.
 - Direct discrimination against a disabled person can never be justified.
 - Schools and local authorities must provide auxiliary aids and services as reasonable adjustments, even without a SEND EHCP.
 - Unfavourable treatment of a disabled pupil may include direct discrimination, indirect discrimination, discrimination arising from a disability, and harassment.
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2. Definition of Disability

A person is considered disabled under the Equality Act 2010 if they:

1. Have a physical or mental impairment, **and**
2. The impairment has a substantial and long-term adverse effect on day-to-day activities.

Key definitions:

- **Substantial:** More than minor or trivial
- **Long-term:** Likely to last at least 12 months
- **Normal day-to-day activities:** Include eating, washing, walking, shopping, etc.

Progressive conditions (HIV, cancer, MS) are protected from diagnosis. Visual impairments may automatically be considered disabilities. Certain conditions are excluded. Disability includes sensory difficulties, learning difficulties, mental health conditions, hidden impairments (e.g., dyslexia, speech/language impairments, autism, ADHD), and impacts on mobility, coordination, hearing, eyesight, memory, and concentration.

3. Reasonable Adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage compared to their peers, we must take reasonable steps to avoid that disadvantage.
- We are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for not making it. We will not be expected to make adjustments that are not reasonable.

The Equality Act does not set out a precise definition of what constitutes a reasonable adjustment or provide a fixed list of factors. However, the Equality and Human Rights Commission (EHRC) gives guidance in *Reasonable adjustments for disabled pupils*. It is for the school to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include:

- the financial and other resources available,
- the effectiveness of the adjustment,
- its impact on other pupils,
- health and safety requirements, and
- whether aids have been provided through SEND support or via an Education, Health and Care Plan (EHCP).

The reasonable adjustments duty is intended to complement the school's accessibility planning duties and the statutory SEND framework. Local Authorities are responsible for ensuring the provision set out in an EHCP, but when a pupil does not have an EHCP (or where the EHCP does not provide the necessary aid), the duty to consider and provide reasonable adjustments falls to the school.

Under the Equality Act, schools do not have a duty to make alterations to the physical environment immediately. However, they are expected to plan for accessibility improvements over time as part of their Accessibility Plan.

4 Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Key Objectives

- Reduce and eliminate barriers to access and full participation
- Provide a fully accessible environment that values and includes all users
- Provide a broad, balanced, and differentiated curriculum

6. School Context

- **Age range:** 3–11 years
- **Number of pupils:** 97

- **Number of staff:** 15
 - **Before- and after-school care:** 8am–5.30m, only for Great Corby pupils
 - **Transport:** Mainly private or on foot; public transport limited
 - **Community use:** Parent evenings, school events, fetes, coffee mornings; no formal lettings
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7. Development

7.1 Vision and Values

The school aims to:

- Provide individual opportunities for pupils to reach their full potential
- Foster self-motivation, independence, resilience, and curiosity
- Develop empathy, trust, respect, and social responsibility
- Promote collaboration, debate, problem-solving, and creativity
- Prepare children for independent living and healthy lifestyle choices
- Enhance understanding of diversity, culture, religion, and history

7.2 Information from Pupil Data and Audit

- Currently, the school has some pupil that are regarded as disabled under DDA definitions
- Regular liaison with the Local Authority ensures early identification
- Parent input on disabilities is actively sought
- Individual learning obstacles are identified early
- Asset Management/Accessibility audits inform action plans

7.3 Consultation

The plan was informed by:

- Access audit by SENCO and Headteacher and external services such as specialists teachers.
 - Views of disabled pupils, parents, and wider community
 - Local authority priorities
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8. Scope of the Plan

8.1 Improving the Physical Environment of Schools

Access to Buildings and Academic Areas

- Ramped access to the main entrance
- Classrooms, hall, and library mostly accessible
- Most doors wide enough for wheelchair access
- Class 1 not fully accessible; classroom rearrangement can be made if needed
- EYFS is accessible via the external door only. A ramp would be needed to enter into the classroom.

Sporting Areas

- PE lessons take place at external venues; adaptive transport arrangements may need to be organised
- Playground and sporting field is accessible.

Social Areas

- Staff room inaccessible; alternative arrangements or adaptations will be considered
- Sheltered areas available in the playground

Play Areas

- For wheelchair access to the playground you would exit out of the front door and around to the main playground.
- EYFS pupils access playground via main entrance if required

Toilet Facilities

- Sufficient room for hoist/changing bed;
- To be reviewed as necessary

Pathways & Parking

- Pathways around school are safe and well-signed
- Parking remains an ongoing challenge; the school liaises with parents and community using staggered pick-up/drop-off to reduce pressure

Emergency & Evacuation Systems

- Fire alarms are auditory and include flashing lights
- Regular drills conducted; all pupils informed

Signage & Visual Accessibility

- Tactile signage and lifts with tactile buttons are not yet in place
- School décor provides appropriate contrast and harmony for pupils with visual impairment, autism, or epilepsy
- Signage will be reviewed and introduced as required

Acoustics & Noise Reduction

- Classrooms carpeted or have sound-reducing flooring
- Measures to reduce background noise for hearing-impaired pupils are maintained

Furniture & Equipment

- Furniture is mostly fixed, but at an appropriate height; adjustable furniture to be purchased if required. Adjustable furniture in EYFS.
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8.2 Curriculum Access

- SENCo trained; staff trained in ASD awareness
 - A small group of staff are PECS trained.
 - Classroom 2 and 3 are larger and more accessible
 - Pupils with concentration difficulties seated close to the teacher and have aids if required.
 - Lessons are adapted as necessary
 - Pupils with disabilities receive extra support as needed
 - Alternative activities offered for pupils unable to participate in specific tasks
 - ICT equipment adapted (large keyboards, colour-coordinated mouse, software) as required
 - All school visits are fully inclusive; suitability discussed with parents
 - High expectations maintained for all pupils
 - Staff work to remove barriers through adaptations and additional support
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8.3 Access to Information

- Staff familiar with positioning, technology, and communication strategies to support pupils and parents
 - Written communications follow accessible fonts and sizes; adaptable as necessary
 - School liaises with LA and other agencies to provide information in accessible formats (large print, simple language, symbols)
 - Lessons and parent meetings delivered using user-friendly, accessible methods (reading aloud, presentations, visual aids)
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8.4 Financial Planning

- Accessibility Plan actions integrated into budget planning
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9. Implementation

9.1 Management and Coordination

- Leadership Team to undertake disability audits
- Develop action plans
- Staff workshops to raise awareness
- Approval and review by governing body every three years

9.2 Monitoring

- Achievement of targets
- Improvements in physical accessibility
- Stakeholder feedback
- Increased participation of disabled pupils
- Ofsted inspection outcomes

9.3 Role of the Local Authority

- Staff training and awareness
- Collaboration and sharing of good practice
- Specialist advice for inclusive provision
- Building adaptations and capital projects
- Accessible information formats

9.4 Accessing the Plan

- Available in alternative formats upon request
 - Ongoing staff and governor training
 - Collaboration with outside agencies
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10. Key Actions Summary

- Review classroom layout or alternative arrangements for wheelchair access to Class 1
 - Ensure adaptive transport is organised for PE lessons at external venues
 - Consider adaptations or alternative arrangements for staff room access
 - Maintain and monitor ramps for playground access, especially for EYFS pupils
 - Continue liaison with parents and community to manage ongoing parking issues
 - Introduce tactile signage and review visual accessibility where required
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11. Related Policies/Documents

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff and Governor Training Plans
- Health & Safety Policy

- Inclusion Policy
- SEND Policy/Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy
- School Development Plan
- Asset Management Plan
- Complaints Procedures

12. Audit & Action Plan (Comprehensive)

Area	Evidence	Action Required
Academic Areas	Classrooms, hall, library mostly accessible; most doors wide enough for wheelchair access	Reorganise Class 1 if wheelchair access needed; review classroom layout regularly
Sporting Areas	PE at external venues	Organise adaptive transport as required
Social Areas	Staff room inaccessible; sheltered playground areas available	Consider adaptations or alternative arrangements for staff room access
Play Areas	Ramped access; EYFS via main entrance if required	Maintain and monitor ramps; ongoing monitoring for safety
Toilets	Space for hoist/changing bed;	Review as necessary
Pathways & Parking	Safe and well-signed; parking challenging	Liaise with parents/community; use staggered pick-up/drop-off; monitor traffic issues
Emergency & Evacuation Systems	Fire alarms auditory and include flashing lights; regular drills conducted	Continue monitoring, ensure all pupils informed
Acoustics & Noise Reduction	Classrooms carpeted or sound-reducing flooring;	Monitor and adjust as required
Furniture & Equipment	Mostly fixed; appropriate height; adjustable furniture could be made available as needed	Purchase adjustable furniture if required; review new needs
Teaching & Support	SENCo trained; staff trained in ASD awareness.	Staff training ongoing; discrete PECS support as needed
Classroom Layout	Large, accessible; pupils with concentration difficulties seated near teacher	Reorganise if needs change
Lesson Delivery	Adapted; inclusive; all pupils encouraged to participate in music, drama, and PE	Continue monitoring pupil needs; offer alternative activities where required
Extra-Curricular	Fully inclusive	Continue monitoring

Area	Evidence	Action Required
ICT Access	Adapted keyboards, colour-coordinated mouse, software if required	Monitor and purchase as required
Visits	Fully inclusive; suitability discussed with parents	Ongoing monitoring
Expectations	High for all pupils	Maintain
Barriers to Learning	Adaption and extra support provided	Ongoing monitoring
Staff Awareness	Knowledge of positioning, communication, and technology	Additional training as required
Written Communication	Accessible fonts and sizes; adaptable	Review and adapt as required
Liaison	LA and other agencies consulted	Annually reviewed
Delivery Methods	Accessible lessons and parent meetings (visual aids, presentations, reading aloud)	Ongoing monitoring