



Appleton Wiske Community Primary School

Accessibility Plan 2025-2028



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 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

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 aim to create an inclusive environment where every child is able to achieve their full potential, regardless of disability or need.

This plan supports the school's wider equality objectives and should be read alongside the school's Single Equality Scheme, SEND Policy and SEND Information Report.

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, the complaints procedure sets out the process for raising these concerns.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

As a maintained school, this plan reflects local authority guidance and statutory responsibilities.

Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives and actions to be taken	Persons responsible	Timescale	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school provides a broad and balanced curriculum for all pupils, with appropriate differentiation</p> <p>Teachers plan lessons that take account of individual learning needs</p> <p>Pupils with SEND are supported through individual provision maps and targeted interventions</p> <p>Teaching assistants are deployed to support access to learning where appropriate</p> <p>Curriculum progress is monitored for all pupils, including those with disabilities</p>	<p>Continue to develop staff confidence in adaptive teaching strategies</p> <p>Ensure reasonable adjustments are anticipated and planned for pupils with disabilities</p> <p>Monitor participation and progress of pupils with disabilities across all subjects and enrichment activities</p>	SENDCo Head Teacher	Ongoing (reviewed annually)	Pupils with disabilities make good progress from their starting points and are fully included in curriculum and enrichment activities
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Step-free access</p> <p>Ease of access within classrooms and shared spaces</p> <p>Reasonable adjustments to classroom layouts as needed</p>	<p>Maintain clear pathways and appropriate signage throughout the school</p> <p>Review the physical environment annually to identify any emerging barriers</p> <p>Consider accessibility needs when planning any refurbishments or site developments</p>	Governing Body Head Teacher	Ongoing (reviewed annually)	Pupils and visitors with disabilities can move safely and independently around the school

Aim	Current good practice	Objectives and actions to be taken	Persons responsible	Timescale	Success criteria
Improve the delivery of information to pupils with a disability	<p>Information is shared with pupils and parents in clear, accessible language</p> <p>Alternative formats are provided on request</p> <p>Staff adapt resources to support pupils with visual, auditory or communication needs</p>	<p>Ensure key information for pupils is presented in appropriate formats</p> <p>Continue to use visual supports and assistive resources where needed</p> <p>Respond promptly to requests for information in alternative formats</p>	Head Teacher Office Staff	Ongoing (reviewed annually)	Pupils with disabilities can access information in a format that meets their needs

Monitoring arrangements

This Accessibility Plan will be reviewed every three years, with progress monitored annually by the Head Teacher and reported to the Governing Body. The plan may be updated more frequently if significant changes to the school population, site, or statutory guidance occur.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

Single Equality Scheme

SEND Policy

SEND Information Report

Health and Safety Policy

Supporting Pupils with Medical Conditions Policy

Behaviour Policy

Complaints Policy

Revised: May 2025

Review date: May 2026