

Accessibility Plan

Errington Primary School



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.

Errington promotes inclusion and ensures that all children are able to access education in all areas of the building, outside the building and make provision so that this happens on a daily basis. 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 Errington Primary School.

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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.

This policy complies with our funding agreement and articles of association.

Action Plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Include established practice, and practice under development</p> <ul style="list-style-type: none"> Site supervisor regularly assesses the physical environment to identify and address accessibility barriers. Provide staff with training on accessibility and inclusive teaching practices to better support students with diverse needs. Collaborate with partners within the trust on how facilities can be improved from an accessibility perspective. Address urgent accessibility issues such as broken ramps, doors, or inadequate signage as and when it arises. Respond to external H&S Audit actions and carry out remedial works where needed to improve any highlighted accessibility concerns. 	<p>State short, medium and long-term objectives</p> <p><u>Short term</u> Provide a ramp into reception to allow the whole site to be accessible for all.</p> <p><u>Medium term</u> To provide an additional sensory space to ensure that all children can regulate and return to learning.</p> <p><u>Long term</u> To change the changed places toilet areas for something more modern and fit for purpose.</p>	<p><u>Short term</u> Working with the approved supplier for the works to ensure this in effect.</p> <p><u>Medium term</u> Looking at funding from a charity to provide appropriate resources.</p> <p><u>Long term</u> Looking at these spaces and ensure they are modern and accessible for all disabilities within school.</p>	<p>Director of Resources Site Supervisor Head Teacher School Business Manager Errington staff</p>	<p><u>Short term</u> Sept 2026</p> <p><u>Medium term</u> April 2026</p> <p><u>Long term</u> September 2026 onwards</p>	<p>Ramps in place within EYFS to support access</p> <p>Sensory space in use and used widely by children.</p> <p>New accessible toilets are refreshed.</p>	

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<p>Improve and maintain access to the physical environment</p>	<p>Most of the site is on one level and where there is a change in flooring height there is a ramp to allow access into these areas.</p> <p>We have 2 disabled toilets and numerous disabled parking spaces identified within school.</p> <p>Displays are placed at a child friendly height which allows further access for all children irrelevant of their disability.</p> <p>Resources in classrooms that pupils need to access are also at a lower height enabling children to access them.</p>	<p>State short, medium and long-term objectives</p> <p>To provide ramps into early years where there is a step into the classroom.</p> <p>Screens within classrooms are maintained and have the right filters for access for all on the screens.</p> <p>To remove low walls in the back playground so allow better access to the play facilities at the back.</p> <p>To change the classroom furniture so that it allows better access for all pupils when sitting and learning – adjustable heights and chairs that support physical needs.</p>	<p>Short term:</p> <p>To look at ramp to allow access onto the early years area.</p> <p>Medium term:</p> <p>To buy any more screens that are outstanding and that they have the ability to change the filter.</p> <p>Long term:</p> <p>To remove low lying walls that are a trip and access hazard to all children but specifically those with mobility issues.</p>	<p>Director of Resources</p> <p>Site Supervisor</p> <p>Head Teacher</p> <p>School Business Manager</p> <p>Errington staff</p>	<p>Short term:</p> <p>Summer 2026</p> <p>Medium term:</p> <p>Summer 2026</p> <p>Long term:</p> <p>Summer 2026</p>	<p>Whole site accessible on one level.</p> <p>All learners able to access learning through screens that can be seen and heard by all.</p> <p>Playground all on one surface for all children.</p>
<p>Improve the delivery of</p>	<p>Our school uses a range of communication methods to</p>	<p>To have more staff trained in Makaton</p>	<p>Short term:</p>	<p>Head teacher</p>	<p>Short:</p>	<p>School more accessible to</p>

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information to pupils with a disability	<p>make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Using Makaton in Early years. • Having Makaton signs on display for children to see and use • Enlarging text for children who are less able to see. 	<p>State short, medium and long-term objectives</p> <p>for children who are hearing impaired.</p> <p>To purchase some books that are in braille for children who can't see.</p> <p>Purchase a hearing loop should we need on in school.</p>	<p>Makaton more widely used in school – plan training event.</p> <p>Medium:</p> <p>Books that are in print and in braille.</p> <p>Long term:</p> <p>Hearing loop for the reception area.</p>	Business manager	<p>July 2026</p> <p>Medium</p> <p>July 2026</p> <p>Long:</p> <p>July 2026</p>	<p>children with hearing difficulties.</p> <p>Books available for those with poor sight.</p> <p>Reception allows access too all disabilities should they come to the area/</p>

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
- SEND policy.
- Supporting pupils with medical conditions policy