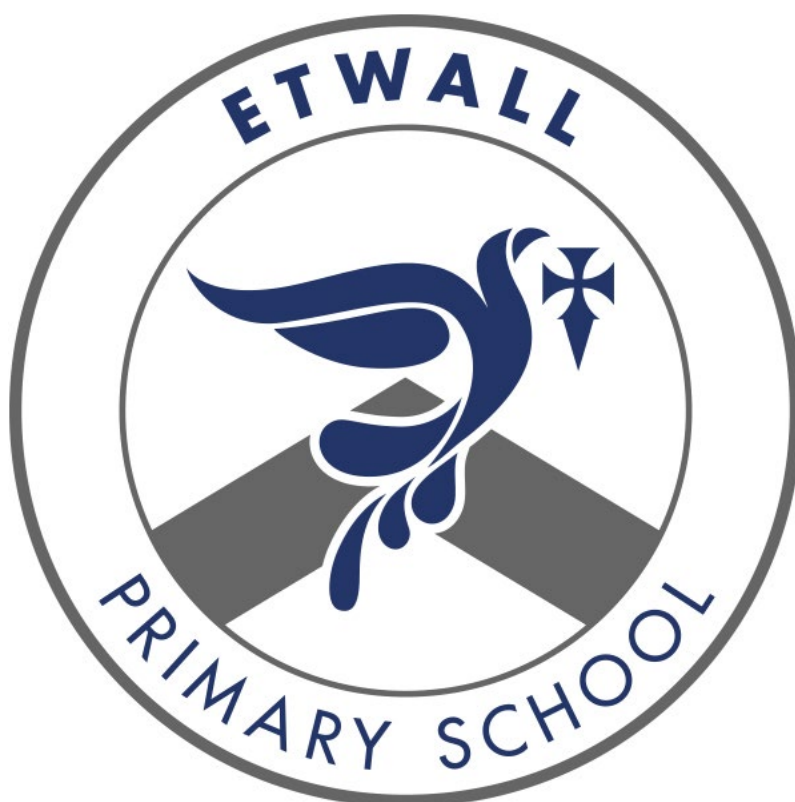


Document owner	Etwall Primary School	Approved by:	Full Governing Board
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Version:	January 2026	Headteacher	Sarah Bentley
Next Review	January 2029		
This policy has been reviewed on 24/02/2026 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			



Etwall Primary School

Accessibility Policy

Etwall Primary School
Accessibility Policy and Plan
Principles and Implementation

1. Policy Statement

Etwall Primary School is committed to ensuring equal opportunities for all members of our community, including pupils, staff, parents, governors and visitors with disabilities. We aim to remove barriers to participation and ensure everyone can access high-quality education, information, and the physical environment.

This policy is written in accordance with:

- The Equality Act 2010, including the duty to make reasonable adjustments
- The Public Sector Equality Duty (PSED)
- SEND Code of Practice (2015)
- The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018)
- Health and Safety at Work Act (1974)

The policy and plan set out how the school will increase accessibility over the three-year period 2026–2029 and how progress will be monitored annually.

2. The Legal Framework

Under the Equality Act 2010, Etwall Primary School must not discriminate against, harass, or victimise disabled pupils or staff and must make reasonable adjustments to ensure they are not placed at a substantial disadvantage. The Act also protects nine *protected characteristics*:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

The Public Sector Equality Duty requires the school to demonstrate due regard to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

This policy forms part of the school's statutory compliance.

Definition of Disability:

'A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).'

4. Purpose of This Accessibility Policy and Plan

This plan addresses three required strands:

1. Increasing access to the curriculum
2. Improving the physical environment
3. Improving the availability of accessible information

It sets out the actions we will take to support disabled pupils, prospective pupils, staff, parents and visitors.

At Etwall Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Etwall Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

5. School Vision and Values

Etwall Primary School is an inclusive school where:

- Every pupil is valued and supported to reach their full potential
- Barriers to participation are actively identified and removed
- High expectations for progress and achievement apply to all
- Diversity is recognised and celebrated
- Pupils' voice is central to decision-making
- Equality and inclusion are embedded in all policies and practice

6. Responsibilities and Governance

The Governing Board will:

- Approve the Accessibility Policy and Plan
- Review progress annually
- Ensure appropriate resources are allocated

The Headteacher will:

- Ensure implementation of the plan
- Report annually to governors
- Monitor and evaluate progress

All staff will:

- Be aware of their duties under the Equality Act
- Implement reasonable adjustments
- Undertake CPD relating to inclusion and accessibility

7. Consultation

In developing and reviewing this plan, the school will consult:

- Pupils, including those with SEND
- Parents and carers
- Staff
- External agencies (e.g., specialist teachers, EPs, health teams)
- The Local Authority

The main priorities in the school's plan

Our key objective within the Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.

- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

The Accessibility Plan

A. Below is the audit of current provision relating to the areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

B. The future planned action work will be overseen and co-ordinated by the governors and by the Senior Leadership Team.

C. The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Etwall Primary School.

8. Accessibility Plan (2026–2029)

A. Curriculum Access

Objective	Actions	Lead	Timescale	Success Criteria
Ensure high-quality teaching is accessible to all learners	Ongoing staff CPD on SEND, adaptive teaching, use of technology, and evidence-based strategies	SENDCo	Continuous	Lesson observations show inclusive practice; pupil progress strong across groups
Ensure disabled pupils can fully participate in all activities	Risk assessments; personalised plans; inclusive extracurricular activities	SLT/Subject Leads	Continuous	No exclusions from trips/clubs due to disability
Improve outcomes for pupils with literacy difficulties	Provide reading rulers, overlays, text-to-speech tools; phonics intervention; training on dyslexia-friendly strategies	SENDCo/English Lead	Annual	Attainment and progress improve for target cohorts
Ensure teaching materials are accessible	Provide large print, coloured paper, visual supports, simplified text; enable alternative recording	Class Teachers	Continuous	Pupils with identified needs access curriculum independently

B. Physical Access

Objective	Actions	Lead	Timescale	Success Criteria
Maintain safe access to all buildings and outdoor spaces	Termly H&S audits; ensure ramps, signage, pathways and entrances are well maintained	Site Manager/Governors	Termly	Full access around site; issues resolved promptly
Improve acoustic quality and lighting	Review areas used by hearing-impaired pupils; enhance lighting and acoustics as budget permits	Site Manager	Annual	Positive feedback from pupils and specialists
Ensure emergency evacuation is safe for all	Create and review Personal Emergency Evacuation Plans (PEEPs)	Headteacher/SENDCo	Annual	All disabled pupils safely evacuated in drills
Prioritise accessible room allocation	Allocate rooms based on pupil need; adjust furniture and equipment appropriately	SLT	Continuous	No pupil is prevented from accessing their learning environment

C. Access to Information

Objective	Actions	Lead	Timescale	Success Criteria
Improve accessibility of written information	Provide communication in large print, audio, symbols, or alternative formats as required	Office Team/SENDCo	As needed	Parents and pupils report improved access
Ensure the school website meets accessibility regulations	Review website against WCAG 2.1 AA; fix non-compliant elements; publish accessibility statement	IT Lead/Admin	Annual audit	Website fully compliant with accessibility legislation
Improve communication with families with English	Use translation tools; offer interpreters; ensure Dojo/letters are accessible	Office Team/SLT	Continuous	Improved parental engagement

as an Additional Language (EAL)				
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9. Monitoring and Review

- The Governing Board will review progress against this plan **annually**.
- The Accessibility Policy and Plan will be reviewed in full **every three years**.
- Monitoring will include feedback from pupils, parents, staff, governors and external partners.

10. Publication

This policy and plan will be published:

- On the school website
- In paper format on request
- In alternative formats upon request

Appendices - Audit of current provision and action required

1. Curriculum Access

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training. Governors' health and safety review	Regular staff meetings re: SEND, updating advice re knowledge of learning styles. Work alongside Inclusion Support to enhance staff CPD and support for children. Teachers and TAs complete relevant training when need identified. Continuous
Pupils with emotional, social and behavioural difficulties are supported in school.	School's ELSA offers support for children. School's Family Support Worker to signpost parents to relevant external support.	ELSA to complete training when a need is identified. As need arises
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. As need arises
Lessons provide opportunities for all pupils to achieve i.e. are differentiated/scaffolded and include work to be completed by individuals, pairs, small groups and the whole class as appropriate. Greater use of technology to support learning for all groups of learners. Source suitable support apps for additional needs where appropriate. Additional adult support in class as needed.	Lesson observation records. Lesson Plans IEPs	Continue to implement personalised learning when appropriate. Continuous
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, P.E, residentials, concerts, performances etc.	Liaison with subject leaders and staff. Continuous
Staff recognise and plan for the additional time and	All staff aware of needs and detailed in IEPs and	Liaison with subject leaders, staff and SLT.

effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities	provision maps. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. Children supported with use of iPads & laptops	Continuous
School visits are accessible to all pupils, regardless of attainment or impairment.	All risk assessments include info re. Disabled pupils. Health and Safety policy	Staff/SLT. Agreed by Headteacher. Continuous
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place. IEPs and Provision maps	All staff Continuous
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEPs Reviews and staff meetings	Continuing CPD

2. Physical Access

Statement	Evidence	Action Required/When?
The layout of classrooms are matched to the needs to the class. Some classrooms have better access for children who require wheelchair access and these rooms would be used when necessary to meet the needs of the children.	The school is accessible to all areas either with ramps or via different external doors. Disabled toilet off the school hall.	Continuous monitoring through Health and Safety walks in addition to other site inspections. Governors Health and Safety walk.
Pathways around school are safe and well signed.	Pathways into and around the school are suitable for a wheelchair user and well maintained and free of hazards. Edges of pathway are marked and painted.	Continuous monitoring through Health and Safety walks in addition to other site inspections. Governors Health and Safety walk.
Disabled Toilet facilities have sufficient room to accommodate a changing bed and toileting chair	Installation of fully equipped disabled toilet.	Governors Health and Safety walk.
Emergency and evacuation systems for all pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	Continuous
Signs are uncomplicated, and unambiguous.	See signage around school.	Continuous

School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	The school environment.	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sought from appropriate SEND Service and advisors
All areas are well lit Audited by H&S Termly Governors Health and Safety walk. DCC landlord visit.	Audited by H&S	Governors Health and Safety walk. DCC landlord visit
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	Governors Health and Safety walk. DCC landlord visit
Furniture and equipment selected, adjusted and located appropriately e.g. low-level sinks, writing slope, wedge support etc	Appropriate furniture/accessories purchased or loaned from Occupational Therapy as appropriate.	Continuous

3. Access to Information

Statement	Evidence	Action Required/When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities e.g. positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties. Where relevant, pastel paper and/or coloured transparencies and reading rulers will be used/supplied for dyslexic/sight affected pupils.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss when needs arise and on-going CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large		As appropriate as and when requested.

print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		
The school ensures that both in lessons and parents meetings information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc	IWB used in every class. All staff read aloud and for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly and newsletter sent to all parents/carers. Google translate on parent information, such as dojo	I.T audit of website.
School delivers parents information meetings including for curriculum support and regular coffee mornings.	A range of teacher- led information and parent support meetings throughout the academic year	Staff/SLT.
School informs parents through newsletters and informative website, texts and class dojo	Newsletters sent to all parents and displayed on school website, texts and class dojo.	All staff add content as required