



Accessibility Plan

Status of policy: Statutory

Frequency of review: 3 years

Date of most recent review: July 2026

Date of next review: July 2029

Approved by FGB: 9th July 2026

Statement of intent

This plan outlines how Parkgate Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2018) 'The Equality Act 2010 advice for schools'
- DfE & Department of Health and Social Care (2024) Special educational needs and disability code of practice: 0 to 25 years

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Positive Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Increasing Access for Disabled Pupils to the School Curriculum

Teachers and TAs who will be supporting specific children with disabilities will receive training. Appropriate equipment for specific needs will be identified.

- All pupils have access to all events (including residential) regardless of needs/disability, subject to Health & Safety conditions and subsequent risk assessment.
- Teachers ensure all children are in the right environment to maximise their learning and participation.

Objectives	Action	Person Responsible	Date to be completed by
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required	Paul Simon (SENDCO)	As required
All educational trips to be accessible to all	Ensure each venue is vetted for appropriateness.	Andrew Hutchings (HT)/event organiser	As required
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs and ensure staff have access to appropriate CPD	Paul Simon (SENDCO)	As required
Use ICT software to support learning	Make sure appropriate software is installed where required	Paul Simon (SENDCO)	As required

3. Improving and Maintaining Access to the Physical Environment of Schools

All pupils regardless of ability can access all areas. There is very good disabled access with ramps and handrails from all main exits/entrances. There is also a ramp from reception area/hall to the main corridor. There is a disabled car parking space directly in front of reception area. There is a disabled toilet, low level wash basin and shower facilities. Classes Reception, 2, 5, 6 and preschool have a ramp, handrails and widened door frames for wheelchair accessibility.

Light, bright public areas and classrooms with colorful displays provide a stimulating environment for all pupils.

Objectives	Actions	Person Responsible	Date to be completed by
Be aware of the access needs of disabled pupils,	To create access plans for disabled pupils as part of	Paul Simon (SENDCO)	As required

staff, governors, parents and visitors.	the IEP process when required		
Maintain layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents or visitors when considering any improvements or redesign.	Andrew Hutchings (HT) Governors Vicki Charnley (SBM)	As required
Maintain signage and external access for visually impaired people	Maintain yellow strip mark step edges. Main entrance step has worn and requires re-painting	(caretaker)	As required
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from experts if required. Consider whether equipment and/or extra support required.	Class teacher Paul Simon (SENDCO) LEA	As required
Ensure all disabled pupils can be safely evacuated	Put in place personal emergency evacuation plan (PEEP) for all pupils with difficulties	Paul Simon (SENDCO)	As required each September

4. Improving the Delivery of Written Information to Disabled Pupils

Staff are aware of the best way to present information to children with and without disabilities. Information is presented to pupils in a user friendly manner with a verbal/visual explanation to support written text.

ICT is used to produce written information in different formats.

Objectives	Action	Person Responsible	Date to be completed by
Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	Paul Simon (SENDCO)	On-going
Review information to parents to ensure it is accessible	School office will support parents to access information and complete forms.	School Office	On-going