

## Southway Primary School Accessibility Plan

<p style="text-align: center;"><b><u>Approval &amp; Review</u></b></p> <p>This policy was approved by the Full Governing Body.</p> <p>It will be reviewed every 3 years</p> <p>Reviewed: September 2025 Next Review: September 2028</p>	<p style="text-align: center;"><b><u>Management</u></b></p> <p>The policy owner is responsible for managing the implementation of this policy in order to fulfil its stated purpose and meet the KPIs below (where appropriate).</p> <p>Owner: Mike Wood Position: Executive Principal</p>
<p style="text-align: center;"><b><u>Implications</u></b></p> <p>This policy informs the work of:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Governors</li> </ul>	<p style="text-align: center;"><b><u>Related</u></b></p> <p>The policy should be read in conjunction with the school's;</p> <ul style="list-style-type: none"> <li>• Inclusion Policy</li> <li>• SEND policy</li> <li>• Supporting students with a medical policy</li> <li>• Health and Safety policy</li> <li>• Equality and diversity policy</li> <li>• Behaviour Policy</li> </ul>

### 1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.





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## 2. 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

## 3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:



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a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** - The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2025-2028			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Objective: Ensure all pupils, including those with SEND and other additional needs, can access and engage with the full curriculum.			
Accessibility outcome	Actions	Person Responsible	Timescale
All pupils can access a broad and balanced curriculum.	Adapt curriculum planning to meet diverse needs. Use differentiated teaching strategies and resources.	SENCO, Class Teachers	Ongoing
Staff are confident in delivering inclusive teaching. Provide specialist equipment to promote participation in learning by all pupils.	Provide regular CPD on inclusive practices and SEND strategies. Share best practices across staff. Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes, touch typing.	Head of School, SENCO, Subject Leaders	Termly
Pupils with SEND make good progress from their starting points.	Implement and review personalised learning plans. Use targeted interventions and support. Specific assessments to be carried out based on individual needs.	SENCO, Class Teachers, Support Staff	Reviewed termly
Learning environments are accessible to all.	Ensure classrooms are physically accessible and sensory-friendly. Provide assistive technology where needed.	Site Manager, SENCO	Annual review
Parents are informed and involved in their child's learning.	Hold regular review meetings and provide accessible communication. Offer workshops and support sessions.	SENCO, Phase Leads, Class Teachers	Ongoing



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To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation. Risk assessments for wheelchair users. All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	Phase Leads, Class Teachers	Ongoing
Staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage activities, for example, some forms of exercise in physical education	All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.	Phase Leads, Class Teachers	Ongoing
Emergency procedures are inclusive.	Maintain and review Personal Emergency Evacuation Plans (PEEPs). Train staff in inclusive safety protocols.	SENCO, SLT	Annual review

## Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)

Objective: Ensure the school's physical environment is fully accessible and inclusive, supporting the needs of all pupils, staff, and visitors.

Current Provision:

Southway Primary School is a highly accessible building, constructed in 2009 in full compliance with the Disability Discrimination Act (DDA). The school offers:

- Disabled/easy access parking close to the main entrance
- Wheelchair access throughout the site, including a lift to the first floor
- Specialist toilet facilities, including accessible and gender-neutral options
- Accessible learning environments designed to support a wide range of physical and sensory needs

Accessibility outcome	Actions	Person Responsible	Timescale
The school site is accessible to all pupils, staff, and visitors.	Conduct regular accessibility audits. Address any physical barriers (e.g. ramps, handrails, door widths).	Head of School, Site Manager	Annual review
Classrooms and shared spaces support inclusive learning.	Arrange furniture to allow wheelchair access. Use visual and auditory aids where needed.	Class Teachers, SENCO	Ongoing
Pupils with sensory needs feel comfortable in the environment.	Provide quiet spaces and sensory-friendly areas. Use calming colours and reduce noise where possible.	SENCO, Inclusion Team	Ongoing
Emergency procedures are inclusive and safe for all.	Review and personalise evacuation plans. Train staff in supporting pupils with mobility or sensory needs.	SENCO, SLT	Reviewed annually
Parents and visitors with disabilities can access the site.	Ensure signage is clear and accessible. Provide accessible parking and entrances.	Office Manager, Site Manager	Ongoing
Emergency alarm systems cater for those with hearing impairment (e.g. flashing light)	Any hearing-impaired children and adults are accompanied and would be visually notified.	SLT	Ongoing
The building allows access to all levels for wheelchair users or other disabilities.	Ensure a working lift is available and maintained. Include lift access in all emergency and evacuation planning.	Site Manager, SENCO	Ongoing



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<b>Section 3: How does school deliver materials in other formats? (Provision of Information)</b>			
Objective: Ensure that all information shared by the school is accessible to pupils, parents, and staff, including those with visual, hearing, or language needs.			
<b>Accessibility outcome</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Timescale</b>
School information is available in accessible formats.	Provide documents in large print, braille, or audio on request. Use plain English and visual supports where appropriate.	Office Manager, SENCO	Ongoing
Website and digital content are accessible.	Ensure website meets accessibility standards (e.g. alt text, screen reader compatibility). Regularly review and update content.	Office Manager, SLT	Reviewed termly
Communication supports families with EAL or literacy needs.	Offer translated materials and interpreter services. Use visual aids and simplified language in letters and newsletters.	Office Staff, SLT, SENCO	Ongoing
Staff are aware of how to provide accessible information.	Provide training on inclusive communication. Share guidance on adapting materials.	SENCO, SLT	Annually
School information is available in accessible formats.	Provide documents in large print, braille, or audio on request. Use plain English and visual supports where appropriate.	Office Manager, SENCO	Ongoing

## 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing board, Principal, Head of School, SENDCo and Health and Safety lead.



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