



Upper Arley C of E Primary School

Accessibility Plan

2025-2028





Upper Arley C of E Primary School

ONE COMMUNITY, LEARNING AND GROWING TOGETHER, SHARING GOD'S LOVE

Here at Upper Arley C of E Primary School we recognise everyone as a child of God and through sharing this knowledge, we encourage all to grow in their learning so that everyone can achieve and flourish in all they do.

"I can do all this through Christ because he gives me strength".
Philippians 4:13

God created everyone in his image, and we are all his children. His ultimate aim is for us to grow and succeed in everything we do as his children. It is through the strength that Christ gives that we are able to overcome all challenges and to achieve and flourish in all that we do.



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Statement of intent

This plan outlines how Upper Arley C of E 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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 (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Aim	Recommendations	Actions to be taken	Person Responsible	Date completed	Success criteria
Improving Physical Access					
Disabled toilet	Clear obstructions	Ensure corridors and toilet area remains clear of obstructions	HT	Sept 2025	Toilet clear of any obstructions
Corridors	Clear obstructions	Ensure pupils hang coats, jumpers and PE kits on pegs	All staff	Ongoing	Corridors clear of any obstructions
Ensure school are aware of any access needs	Annual reminder	Send a reminder to parents/carers to let us know if they have any problems with access to areas of the school.	Office manager	Ongoing	Reminder sent out to parents annually and changes made accordingly All stakeholders can successfully access the school site
Ensure all disabled people can be safely evacuated	Produce personal emergency evacuation plans for all disabled stakeholders	Write a personal emergency evacuation plan for any stakeholders with a disability. Ensure all staff are aware of the plan.	Staff	Ongoing	PEEPs completed for all stakeholders with SEND (Sept 2025 none in place)

Improving Curriculum Access					
Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils Track pupils with SEND	Development Cycles termly include the scrutiny of pupils with SEND and their achievements Targets set are appropriate for individuals needs Support from agencies sought and recommendations implemented/embedded within the classroom environment.	HT/Inclusion Lead	Termly	Pupils with SEND set appropriate targets, tracked and scrutinised to ensure achievement and any gaps closed
Interventions	Inclusion lead to audit current interventions and impact on achievement	Provision mapping to be used across all year groups. Development cycle termly includes the scrutiny of interventions and impact	Inclusion Lead	Termly	Interventions monitored, achievement tracked and any gaps closed
Classrooms are organised to promote the participation and independence of all pupils	Audit to be carried out	Phase review to be completed to ensure that lessons are planned to meet the needs of all pupils in class That resources are available for children who require them	SLT	Ongoing	All planned lessons are differentiated to ensure accessibility so pupils are engaged and achieve through the use of resources, equipment and/or differentiation.

Staff training in the productions and implementation of IPMs and monitoring systems	Inclusion lead to training	Train staff on writing IPMs Monitor IPMs and impact	Inclusion Lead	Annually	Training programme implemented and followed Monitoring completed to ensure IPM's written in accordance with pupils needs Track the impact of IPMs to ensure good achievement
Staff training in supporting pupils with SEND	Training to focus on key areas identified within school	Train staff on identified areas	Inclusion Lead	Ongoing through training schedule	Training programme implemented and followed Outside agencies invited to train staff where appropriate Learning walks identify that staff are using strategies provided to support
Curriculum	Review the curriculum	Ensure the curriculum meets the needs of the pupils and resources include examples of people with disabilities Develop links with other schools Ensure PE curriculum is adapted for individual needs	SLT	Annually	Change/Train staff depending on outcomes/need Lesson planning includes adaptations to ensure that those pupils who need it have their learning adapted

Improve the delivery of information					
Availability of written material in alternative formats when specifically requested	Different formats available if required	Ensure school is aware of services available for converting written information into alternative formats	Admin staff	Ongoing	School can provide written material in alternative languages/spoken or in braille
Review documentation on website to check accessibility for parents with English as an additional language	Ensure accessibility for parents with EAL	Parents to be provided with different formats when requested.	Admin staff	Ongoing	Documentation on website can be changed to an alternative language or verbally relayed.

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.