



# **Accessibility Plan**

## **2025-2026**

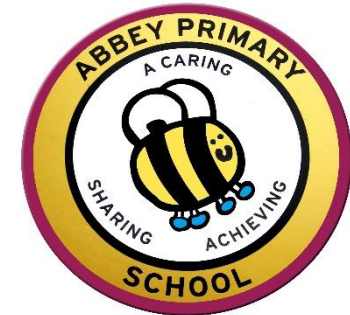
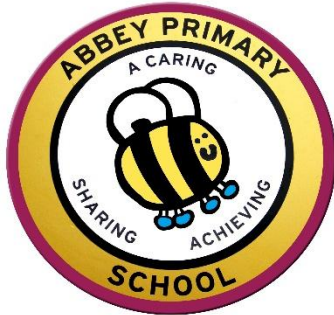
Reviewed: September 2025

Date of next Review: September 2026

## List of changes to the policy

| Date      | Page | Change                                                                                                | Made by |
|-----------|------|-------------------------------------------------------------------------------------------------------|---------|
| Sept 2025 | 4    | Added line to use IT such as google translate to aid communication                                    | NH      |
| Sept 2025 | 4    | Adding SEN to disabilities when looking at IT to help access with curriculum                          | NH      |
| Sept 2025 | 9    | Removal of separate child on child policy from list of policies (now included in safeguarding policy) | NH      |
|           |      |                                                                                                       |         |
|           |      |                                                                                                       |         |

Reviewed September 2025



### Accessibility Plan 2025-2026

At the heart of our vision for Abbey lies the child. All children are different, all children are special and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school's work and life.

#### **The aims of our School**

- To create a stimulating and attractive learning environment where children feel happy, safe, secure and respected
- To ensure, through careful planning and assessment, that each child receives a curriculum which enables them to achieve their potential
- To encourage pupils to recognise and be proud of their social and academic achievements and to value the achievements of others
- To help pupils develop a caring attitude towards other people, a sense of responsibility and respect for the wider community
- To ensure pupils develop into independent learners and thinkers with a thirst for learning
- To promote co-operation between home and school and the wider community, encouraging high expectations at all times in the pursuit of excellence.

**Reviewed September 2025**

## **Introduction**

Under the Equality Act 2010 (schedule 10) schools should have an Accessibility Plan. This Act replaced all previous equality legislation. The effect of the Act means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) If they have a physical or mental impairment
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Abbey Primary School, we are committed to working together to provide a learning environment that enables full curriculum access and promotes a respectful and caring attitude that values and includes all members of our school and wider community. This includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to developing a culture of inclusion, respect, support and awareness within our school in the spirit of the Equality Act 2010.

## **Aims and Objectives**

Our aims are:

- To continue to develop access to information for all the school community
- To increase access to the curriculum for pupils with a disability by reducing barriers to learning
- To monitor and maintain physical access to the environment

**Reviewed September 2025**

### Accessibility Plan 2025-2026

| Target                          | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Timescale                                            | Responsibility | Monitoring           | Success Criteria                                                                                                                                                            |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Access to Information</b>    | <p>To provide parents with information in various formats as needed:</p> <ul style="list-style-type: none"> <li>• Letters translated into first language where possible and if required</li> <li>• Use of IT to support communication (ie google translate)</li> <li>• Use of translators at Parents' Evenings if required</li> <li>• Telephone calls</li> <li>• Face to face communication (Family Support Worker)</li> <li>• Large print/audio when required</li> <li>• Text messaging/email</li> <li>• Abbey Primary School Facebook page</li> </ul> | Ongoing                                              | All Staff      | Headteacher          | Parents/carers more engaged in their child's education. Information is accessible to all.                                                                                   |
| <b>Access to the Curriculum</b> | <p>ICT:</p> <ul style="list-style-type: none"> <li>• Ensure that staff are familiar with a range of ICT to assist people with SEN and disabilities.</li> <li>• ICT to be available for all pupils who require it to support their learning.</li> <li>• Contact Inclusive Technology team at SFSS and/or Physical Disability Support Service for advice as required.</li> </ul>                                                                                                                                                                          | <p>Ongoing</p> <p>As required</p> <p>As required</p> | SENCO          | SLT<br>SEND Governor | <ul style="list-style-type: none"> <li>• Staff will have increased knowledge about access to the curriculum using ICT.</li> <li>• Access to appropriate computer</li> </ul> |

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|  | <p>Communication:</p> <ul style="list-style-type: none"> <li>• Increase the use of signing to enable and enhance communication by introducing a weekly sign to the whole school.</li> </ul>                                                                                                                                                          | Start of weekly staff meetings | Language Lead/<br>all class teachers | SENCO/<br>Language Lead       | <p>technology will be improved for all disabled pupils.</p> <ul style="list-style-type: none"> <li>• Pupils and staff will communicate more effectively with pupils with communication difficulties.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Ensure that visual timetables, signs and symbols, resource labelling and key information is used effectively in all classrooms to support pupil independence and learning.</li> </ul>                                                                                                                       | Termly                         | Language Lead                        | SENCO and<br>PSHE/RSE<br>Lead | <ul style="list-style-type: none"> <li>• Pupils able to independently know what is happening next and can independently find resources and key information.</li> </ul>                                          |
|  | <p>PE:</p> <ul style="list-style-type: none"> <li>• Continue to ensure that the PE curriculum is accessible to all pupils</li> <li>• PE curriculum to include disability sports</li> <li>• Provide any necessary training to staff, seeking support from the Physical Disability Support Service or specialist Physiotherapists if needed</li> </ul> | Ongoing                        | Class Teachers<br>and PE Lead        | Phase Leaders                 | <ul style="list-style-type: none"> <li>• All pupils have access to high quality PE provision.</li> <li>• Sports Premium is used to support accessible sports.</li> </ul>                                        |

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|  |  |  |  |  | <ul style="list-style-type: none"> <li>• Staff are confident to work with all pupils.</li> <li>• Deployment of staff is focused on safety and access for pupils with identified needs.</li> </ul> |
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|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |           |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Access to the Physical Environment</b> | <p>To be aware of the access needs and arrangements required for children, staff, governors, parents and other visitors:</p> <ul style="list-style-type: none"> <li>• Create Personal Emergency Evacuation Plans (PEEPs) for children with disability needs to ensure their safety accessing and exiting the environment</li> <li>• All invitations to school events to include information regarding access arrangements</li> <li>• Consider wheelchair and disabled access when planning the development of outdoor areas and location of play equipment</li> <li>• All meetings with parents/carers and visitors with mobility issues to take place in ground floor meeting room</li> <li>• Staff to have received training on the use of the lifts in school to ensure fair access for all</li> </ul> | Ongoing | All staff | Headteacher/<br>SEND Governor | <ul style="list-style-type: none"> <li>• PEEPs in place for pupils with a disability or specific need will be able to exit the environment safely.</li> <li>• All school community able to access events.</li> <li>• Disabled pupils able to access outdoor play areas.</li> <li>• Adults with mobility difficulties will be able to evacuate school building safely in case of emergency.</li> <li>• All visitors to school have full access to the school site.</li> </ul> |
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### **Links with other Policies**

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the Accessibility Plan.

| <b>Policy</b>                      | <b>Why</b>                                                                          |
|------------------------------------|-------------------------------------------------------------------------------------|
| SEND Policy                        | Detailed information of SEND provision                                              |
| Safeguarding Policy                | Child Protection                                                                    |
| E Safety and Acceptable Use Policy | Cyberbullying and e-safety                                                          |
| Equality Policy                    | Prejudice related crime/homophobia, race, religion and culture and SEN/disability   |
| PSHE/RSE Policy                    | Development of positive relationships with self and others                          |
| Complaints Policy                  | Guidelines to make a complaint if families are not happy with the school's response |

**Reviewed September 2025**