

Eastfield Primary School



Accessibility Plan 2025-2028

Reviewed	September 2025
Frequency of Review	Every 3 years
Written by	Tim Gilbert
Approved by:	Headteacher

"Together on a journey for success"

ACCESSIBILITY PLAN 2025 to 2028

This document is a statement of the Accessibility Plan adopted by Eastfield Primary School.

Our School's vision and mission statement aims to demonstrate our inclusive, respectful and welcoming ethos.

Our Vision

At Eastfield Primary School, we create a nurturing and inclusive environment where every child embarks on a journey of success, guided by compassion, resilience, bravery and ambition.

We aspire to have a community where kindness and respect are the cornerstones; empowering all children to reach their full potential and become responsible, confident citizens.

Our Mission

Our mission at Eastfield Primary School is to create a supportive learning environment where all children are encouraged to be compassionate, resilient and brave in their pursuit of knowledge and personal growth.

We are committed to fostering ambition and encourage the values of kindness and respect in every interaction. Together with families and the wider community, we strive to equip our children with the skills and attitudes necessary for lifelong success.

1. Requirement under the Equality Act 2010 for schools to have an accessibility plan
 - 1.1. Eastfield Primary School has a duty to carry accessibility planning for disabled pupils, as set out under the Disability Discrimination Act. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
 - 1.2. This accessibility plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Local Advisory Board will improve equality of opportunity for disabled people.
 - 1.3. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Local Advisory Board has had 3 key duties towards disabled pupils under part 4 of the DDA:
 - Not to treat disabled pupils less favourably for reasons related to their disability
 - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
 - To plan to increase access to education for disabled pupils.

2. The Purpose of the Plan.

2.1. The purpose of the plan is for the Local Advisory Board of Eastfield Primary School to set out its proposals to increase access to education for disabled pupils in the 3 areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

3. Definition of disability according to the Equality Act 2010

3.1. The Equality Act 2010 defines disability as when a 'person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

4. School values

4.1. At Eastfield Primary School we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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5. The plan links to other documentation and policies

5.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Special Educational Needs Policy
- Equality Policy and Objectives
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- Vision Statement and Aims

6. How the plan will be shared

- 6.1.** The plan will be published on the school website where it will be accessible to pupils, parents, staff and other stakeholders.

7. Internal and external monitoring procedure

- 7.1. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 year period ahead of the next review date. This plan will be updated in September 2028.

8. The plan's focus on the physical environment, curriculum, and written information

- 8.1. Eastfield Primary School Accessibility Plan considers how access is to 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. The Accessibility Plan will contain relevant and timely actions to:

- **Increasing access for disabled pupils to the school curriculum** – Improving teaching and learning lies at the heart of the school's world. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader school life. Consequently, all children have been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.
- **Improving access to the physical environment of the school** - We will consider the needs of all pupils when ensuring accessibility to all classrooms. Provision for new pupils or those who develop a specific need, will be developed in consultation with parents and external agencies, where necessary. We currently have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.
- **Improving the delivery of written information to disabled pupils** – This will include planning to make written information that is normally provided by the school to its pupils available for disabled pupils. Examples might include handouts, reading books and information about school events. The information should take account of pupils and parents with disabilities and their preferred formats and should be made available within a reasonable timeframe. In planning to make written information available for disabled pupils we again need to establish the current level of need and be responsive to changes in needs. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

9. Training

- 9.1. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

10.Current Range of Known Disabilities and Provision

- 10.1. The school is on one level apart from the main entrance and reception area. Access to all buildings can be made through alternative entrances. The main school building can offer wheelchair access through the main entrance. All school buildings have a disabled toilet that children can access, as well as staff and visitors. Access to the school hall is via steps, the hall will need to be accessed from outside through the fire exit doors.
- 10.2. At the end of each academic year, if necessary we take advice from both the hearing and visual impairment services and SENA as to which classrooms would be most suitable for individual children for the following academic year according to their need.
- 10.3. Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times.
- 10.4. When a pupils' disability might prevent access to the curriculum we seek to modify our approach to the curriculum or alter our physical arrangements by making reasonable adjustments. Practical examples of how we achieve this include:
- Providing pupils with physical disabilities with appropriately adapted or different activities or equipment in PE
 - Providing opportunities for individual additional support in lessons and during playtime/lunchtimes
 - Use of symbols and sign language – Widget, Makaton, PECS
 - Providing additional equipment in conjunction with external agencies ie Visualiser for a pupil with Visual Impairment.
 - Reorganising the classroom layout to improve pupil movement and access when a child needs a wheelchair or additional equipment.
11. Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations

12.Complaints procedures

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or the SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents should follow the BEP Complaints Policy.

1. Inclusion Setting suitable challenges

- 1.1.** Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

2. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

- 2.1. Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.
- 2.2. A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.
- 2.3. With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- 2.4. Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- 2.5. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Aims and Objectives:

Objective	How	People	Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	SENCo provide training or arrange external agencies to complete training where a specific need is identified.	SENCo	Staff training costs Visiting speakers/trainers	On going	All staff have a deeper understanding of how to support children with SEND.	Head Teacher
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Headteacher EVC Co-ordinator	Leaders planning time for risk assessments Pre-visits where possible	Ongoing	Risk assessments are monitored by EVC co-ordinator.	Head Teacher EVC Co-ordinator Trip leaders
Ensure pupils with emotional, social, behaviour and mental health difficulties are supported in school	Ensure external agencies are involved where necessary e.g EP, CAMHS, Oakfield Behaviour Forum, SENA Intervention groups are planned and delivered close working with parents/carers	SENCo Class Teachers	Budget for ELSA training for relevant staff	Ongoing	Emotional, social, behavioural and mental health difficulties needs are met.	Headteacher Feedback from pupils/parents
Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. e.g PECS/Makaton Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	New curriculum costs Resources Subject leader release time	Ongoing	Personalised support is well tailored to engage SEND pupils with every aspect of the curriculum.	Head Teacher SLT

Access Audit

Feature	Description	Action to be taken	Person Responsible	Date to complete action by
Corridor Access	Corridor all on one level. Steps leading into hall – wheelchairs users would need to be taken around the outside of the building to access hall from fire exit doors.	No action	Claire Elliott	
Lifts	None	No action	Claire Elliott	
Entrances	No access issues to the front of the building	No action	Claire Elliott	
Ramps	Ramp access to 'The Lodges'	No Action	Claire Elliott	
Toilets	Disabled toilet in main school and 'The Lodge'.	No action	Claire Elliott	
Reception Area	Access via main entrance – no access issues	No Action	Claire Elliott	
Internal Signage	Clear and visible	No Action	Claire Elliott	
Emergency Escape Routes	Risk assessments/Personal Evacuation Plans in place for any pupils with mobility issues/wheelchair users.	Move to suitable classroom for wheelchair emergency routes if needed.	Nichola Cook	