

Accessibility Policy and Plan



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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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Allington Primary School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, as well as staff and governors of the school.

2. Legislation and guidance

This plan shows how Allington Primary School intends, over time, to increase the accessibility of our school for pupils with a disability, staff, parents/carers and visitors.

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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-pupils with a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people- this includes all stakeholders as well as pupils.

This plan incorporates the school's intention to increase access to education for pupils with a disability.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability. This includes pupils, families and staff.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of people with a disability and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, whilst also feeling included within the school community as a whole.



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4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Management Policy
- Equality information and objectives
- Supporting pupils with medical conditions Policy

Policy issued: January 2025

To be reviewed: January 2028

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	School has areas leading to Year 6 corridor with steps.	Slopes already in place. Regular maintenance checks to occur.	Caretaker	Weekly
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing weekly monitoring
Fire alarms	Visual and Auditory alarm system in place	Visual fire alarms have been installed to ensure there is a visual signal for the fire alarm, as well as an auditory one.	Caretaker SLT	
Parking bays	School has two designated disabled parking bays	Ensure they are clearly identifiable for people using the car park	Caretaker	
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker SLT	Ongoing
Ramps	External ramps in place to enable access to all areas of the school building	Ensure ramps are kept clear and clean to enable them to be used as required	Caretaker	Ongoing

Toilets	There are two toilets with disabled access available in the school	Ensure they are kept clear and all equipment is in good working order	caretaker	Ongoing
Internal signage	Limited signage in school.	All new signage to be designed and positioned to inform those with visual impairment and wheelchair users. Where possible, Braille and/ or widge signage to be used to support identification of important rooms e.g WC, defibrillator	Caretaker Inclusion Manager	

