

Accessibility plan

Kewstoke Primary School



Last reviewed on: February 2026

Next review due by: February 2029

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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 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

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. We are committed to providing a fully accessible environment 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 challenging negative attitudes, including those surrounding disability and accessibility, and to developing a culture of awareness, tolerance and inclusion

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.

The school supports any available partnerships to develop and implement the plan.

The school has a duty to plan to increase over time the accessibility of the school to disabled pupils.

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.

We have included a range of stakeholders in the development of this accessibility plan, including █ pupils, parents/carers, staff and local partners

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](#).

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Training is constantly being undertaken by relevant members of staff	Audit of pupil needs and staff training to meet those needs	Training to continue as needs are identified	SLT	Ongoing	Identified needs being met and access to all school activities for all disabled pupils
	EVC and extended schools coordinator ensure that all children are included in risk assessments	All out of school activities are planned to ensure, where reasonable and appropriate, the participation of all pupils	Review all out of school provision to ensure compliance with legislation. PEEPs are created for pupils who require them.	EVC, SLT	Annually	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Classrooms are organised to promote the participation and independence of all pupils where possible	Continue access to curriculum activities and opportunities	Review and implement revised layout of personalised learning spaces	All staff	Annually	Pupils can access all classroom environments successfully

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Translation tools are used through iPad and reading materials for children who do not speak English yet or have EAL. This may include text and instructions. messages etc	Our curriculum is differentiated to ensure access for all pupils. The use of resources tailored to specific needs, allocation of staff and visual support in the environment maximises the independence of our pupils.	SLT to continue to monitor through book looks, planning looks, observations and discussions with pupils, teachers and parents	SLT	Ongoing	Pupils can access all learning and lessons successfully
Improve and maintain access to the physical environment	Ramps accessible to disabled people with support and parents with young children in prams. There are disabled toilet facilities. Playground equipment is accessible and regularly maintained. Emergency lighting is fitted throughout the building and provision is made for evacuating disabled children and adults with disabilities in the event of an emergency.	To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	Consult with WLT regarding access to EYFS class	SLT/WLT	September 2026	The needs of children being met and areas within the whole school environment are accessible to all children

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Improved legible and accurate signage around the school	To ensure visitors to the school are clear about the entrance and reception areas	New signage	SLT	September 2026	Signage current, legible and accessible to all
Improve the delivery of information to pupils with a disability	Wide use is made by all staff in all classrooms of clear print, either handwritten or typed	To ensure all labels are clear and accessible to all, and at an appropriate height	Further staff training (in house) to enable staff to use CIP effectively	SLT	Ongoing	All children have access to quality signage and vocabulary

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 Headteacher and Local Partnership Board

It will be approved by the Headteacher and Local Partnership Board

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy