

Accessibility plan

Birtley East Primary School

2025-2028



Approved by: Anna Miles

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Next review due by: September 2028 (3 year review cycle)



This policy links to articles: 1, 2, 3, 4, 23, 28 and 31.

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan.....	3
4. Monitoring arrangements.....	7
5. Links with other policies.....	7
Appendix 1: Accessibility audit.....	8

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

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.

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.

We support any available partnerships to develop and implement the plan.

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, including pupils, parents, staff and governors of the school.

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 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-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all children.	<p>We offer a negotiated curriculum to increase children's independence as learners.</p> <p>The curriculum is differentiated to meet the attainment and skills of all children.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is skills based reviewed to ensure it meets the needs of all pupils.</p> <p>Children's wellbeing and involvement is assessed on a termly basis to ensure the</p>	<p>Subject leaders will evaluate skills and attainment in their lead area to ensure that all children, including those attending our ARMS provision, are making good progress.</p>	<p>Leadership team to lead on improving the quality first teaching that all children access in school.</p> <p>Adapt the curriculum/support staff to adapt curriculum offer to meet the needs of and be accessible to children attending our ARMS provision from September 2025</p> <p>Subject leaders will regularly monitor their subjects to assess teaching and learning</p>	<p>AD/EP/CC/RS</p> <p>Subject Leaders</p> <p>Wellbeing teams (staff and pupil)</p>	<p>Adaptations to curriculum throughout 2025/6, maintain provision by regular reviews</p>	<p>Improved teaching and learning throughout school.</p> <p>Leadership is good in school.</p> <p>Subject leaders have a good understanding of attainment and standards and have clear plans in place for improvement.</p>

	curriculum is appropriate to all members of the school community.		standards and create clear improvement plans. Maintain a portfolio of support material to evidence how all children receive emotional and social support in school. .			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Evac Chairs • Playgrounds are accessible 	<p>Ensure all entry/exit points and toilet/changing facilities are accessible</p> <p>Access to building is clear</p> <p>Library/reading materials are accessible for all.</p> <p>Evac chairs are available</p> <p>To allow meaningful and engaging play opportunities for all children.</p>	<p>All ramps, lifts, Evac chairs and toilet/changing facilities to be regularly serviced and tested.</p> <p>Roadway to parking bays need to be kept clear.</p> <p>Suitable reading materials for all levels to be stored to allow independent access.</p> <p>Staff training on the use of Evac chairs in place.</p> <p>To assess all play and improve accessibility for all children.</p>	<p>Caretaker</p> <p>All staff</p> <p>First aiders</p> <p>OPAL leaders</p>	<p>Annually/ongoing</p> <p>Ongoing</p>	<p>The physical environment will be fully accessible to all.</p> <p>Fully trained staff available in the event of an emergency.</p> <p>Play improvement plan identifies areas of accessibility to be improved in school.</p> <p>Continue to develop outdoor play areas in both FS and the larger area accessed by all pupils in line with play and curriculum planning.</p> <p>Ensure that the maintenance of the premises is effectively managed so that all</p>

			<p>RE-invigorating and further developing further our play and active outdoor offer.</p> <p>Developing internal learning environments to make them welcoming and conducive to the use for that space.</p> <p>September 2025 - changing facilities to be introduced for children attending our ARMS provision (and other children requiring this)</p> <p>Provide a secure area for outdoor play for children attending our ARMS provision from September 2025</p>	SENco		<p>areas are fully accessible and in good condition to maximise productive use.</p> <p>Internal spaces such as the library, community room and other learning spaces are developed to enhance the environment for learning and to differentiate each space according to its use.</p> <p>External space outside ARMS base classroom is securely fenced off (existing fence needs heightening)</p>
Improve the delivery of information to pupils with SEND	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops 	<p>To ensure all have good access to information throughout school</p> <p>Add to our means of communication to accommodate the specific needs of the children attending our</p>	<p>Ensure communication and signage is clear throughout school and provision covers the needs of the whole school community.</p> <p>Identify any particular</p>	All staff, EP	Ongoing	Clear systems of information sharing which take into account the full needs of the community.

	<ul style="list-style-type: none">• Pictorial or symbolic representations• PECS, Makaton, Picture symbols and visual timetables are well established systems of communication in school	ARMS provision from September 2025.	communication methods and provide staff training as appropriate.			
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4. Monitoring arrangements

This document will be rewritten every 3 years, but will be reviewed and reevaluated on a termly basis.

It will be approved by the governing body and the head teacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Mainly on one story but 2 meeting rooms on upper story. 2 sets of stairs at either end of the hall and one set at main entrance.	Lifts to be regularly serviced and tested. Currently no-one in school with mobility problems that need to use a lift.	Caretaker	Ongoing
Corridor access	Corridors are wide enough for wheelchair access and lifts in place where there are steps	Corridors to be kept tidy and clutter free. Units on one side only	All staff	Ongoing
Lifts	2 indoor lifts 1 outdoor lift	Lifts to be regularly serviced and tested. Currently no-one in school with mobility problems that need to use a lift.	Caretaker	ongoing
Parking bays	These are currently being reviewed to locate existing access in a more accessible position.	Roadway to be kept clear	Caretaker	ongoing
Entrances	Reception ramp KS1 ramp KS2 Lift	Ramps to be checked annually for signs of deterioration. Lifts to be regularly serviced and tested. Currently no-one in school with mobility problems that need to use a lift.	Caretaker	ongoing

Ramps	Ramps outside main entrance and KSI entrance.	Ramps to be checked annually for signs of deterioration.	Caretaker	ongoing
Toilets	4 staff toilets all with disabled access.	Regularly maintained	Caretaker	ongoing
Reception area	Ramp access	Ramps to be checked annually for signs of deterioration.	Caretaker	ongoing
Internal signage	Clear/ large print	Regularly checked and replaced where necessary.	Caretaker	ongoing
Emergency escape routes	Clearly signed fire exits with Evac chairs when lifts cannot be used.	Staff training on use of Evac chairs	TBA	ongoing
Changing facilities	Disabled toilet in KSI corridor to have an adjustable height changing table installed	Purchase and install as early as practical September 2025.	EP	As early as possible in the Autumn term 2025.
Secure outdoor play area for ARMS space	Heightened fencing to be installed to the external area outside the ARMS base classroom	Work with LA SEN team to arrange this install.	AD/EP	As early as possible in the Autumn term 2025.