



Document Adopted By Governing Body	
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Accessibility Plan

2026-27

Accessibility Plan and Equality Objectives

Schools are required to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools).

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “**schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation**”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools.

The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

How should an accessibility plan be published?

- Ecclesall Primary School's accessibility plan is a freestanding document.
- It is also available on the school's website.

What is included in an accessibility plan?

The DfE's statutory advice document (2014) makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Within Ecclesall Primary School's plan:

- For each aspect there are targets and actions
- Success criteria is included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

Ecclesall Primary School has produced this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This

accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Accessibility Plan

TARGET	ACTION	TIMESCALE	COST	SUCCESS CRITERIA
All areas accessible to all users of the building.	COMPLETE New build has made all areas KS1 playground accessible from car park	February 2021 COMPLETE	£5,000	Simple wheelchair access. Simple wheelchair access.
Play space accessible and engaging for all pupils.	Develop KS1 playground.	August 2021 COMPLETE	£15,000	Stimulating play area to develop motor skills.
To support the learning needs of the pupils	To support sensory issues, through the employment of an OT to provide necessary programmes. To support additional communication needs through the training of staff in Makaton To support the behavioural needs of the pupils through additional staffing, a positive behaviour support team and counselling support, as required.			Sensory programmes in place to allow access to learning AAC developed and in place to allow access to learning Behavioural support in place to allow access to learning Additional ICT

				support in place to allow access to learning, with additional from own staffing.
To support the physical needs of the pupils	Train all staff members in manual handling			Pupils supported with the physical needs

	Employ and train staff members to help support medical needs within the classroom.			Pupils supported with the medical needs
To ensure the school is accessible through consultation.	Continue use of parental and student questionnaires. Distribute survey at end of each year. Revise the questions, Publish results as appendix to newsletter. Consult with other interested parties and users of the school to ensure that Ecclesall Primary School provides the best possible service to any disabled parties.			Parents and pupils to complete questionnaires. Info to be published. Areas identified by users for development / improvement
To review, assess and alter the accessibility plan after consultation with relevant parties, accordingly.	Collate any information gathered from school visitors, parents, staff, pupils, and users. Review and modify as required.			Continuous development of the plan