



Accessibility Plan

March 2026

Last Revision Date: Spring 2023

Next Revision Date: Spring 2029

Approved by Governors: 23rd March 2026

Accessibility Plan

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and outlines how Friar's Grove Primary School will improve access for disabled pupils, staff, parents and visitors.

The Equality Act 2010 replaced previous disability discrimination legislation and places a duty on schools not to discriminate against individuals because of protected characteristics. Schools must also take positive steps to remove barriers that prevent disabled people from participating fully in school life.

Under the Equality Act 2010, a person is considered to have a disability if they have:

- (a) a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Friar's Grove Primary School is committed to ensuring equality of opportunity for all members of the school community. We aim to ensure that disabled pupils, staff and visitors are able to access the curriculum, environment and information in ways that allow them to participate fully in school life.

The school recognises its anticipatory duty under the Equality Act, meaning we actively consider and remove barriers that may disadvantage disabled individuals.

This Accessibility Plan is linked to the following school policies and documents:

- SEND Policy and Information Report
- Equality Policy and Objectives
- Safeguarding / Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- Premises Management arrangements

This Accessibility Plan sets out how the school will:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services.
3. Improve the availability of accessible information for disabled pupils and their parents/carers.

The plan will be published on the school website and reviewed every three years, or sooner if required.

Progress will be monitored by the Senior Leadership Team and reported to the Governing Body.

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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy 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

Friar's Grove Primary School Accessibility Plan

Improving the Physical Environment

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, Trustees and parents/ carers</p>	<p>Ensure the school staff & Board are aware of access issues ('access' meaning 'access to' and 'access from')</p> <ul style="list-style-type: none"> o Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process o Ensure staff and Board can access areas of school used meetings o Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school o Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired o Communication in print around school to help children's understanding and visual recognition. 	<p>As required</p>	<ul style="list-style-type: none"> o SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. o All staff & Governors are confident that their needs are met. o Continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school o PEEPs are prepared and reviewed as individual needs change
<p>Maintain safety for visually impaired people</p>	<ul style="list-style-type: none"> o Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges o Check exterior lighting is working on a regular basis 	<p>Annually, and as new children join the school throughout the year</p>	<ul style="list-style-type: none"> o Visually impaired people feel safe in school grounds.
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<ul style="list-style-type: none"> o Daily health and safety checks of the school and its surroundings. o Ensure staff are aware of need to keep fire exits clear 	<p>Daily</p>	<ul style="list-style-type: none"> o All disabled personnel and pupils have safe exits from school.

Whole School Evacuation	<ul style="list-style-type: none"> o Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). o Children to have PEEP's if needed. 	Annually, and as new children join the school throughout the year	o All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> o Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school o The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going	o There is a place for disabled members of staff and visitors to park throughout the school day.

Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	Review SEND children’s access to curriculum within class sessions. o Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. o Ongoing monitoring from SENCO. o Liaise with external professions to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	On-going	o All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. o Ensure venues and means of transport are vetted for suitability o Ensure staff are fully briefed with regards to children with SEND	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	o Review PE curriculum to include disability sports	Annually	o All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	o Ensure whole school events can be adapted to include all children o Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	o Disabled children feel able to participate equally in out of school activities.

Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> o Identify training needs at regular meetings 	On-going	o Raised confidence of support staff
Communication with Parents	<ul style="list-style-type: none"> o Ensure parents have access to our SEN provision/SEN school offer currently on the school website. o Ensure parents meet and can contact SENCO at any time. o Parents meet regularly with SENCO to access further support and advice. o Ensure that the annual report to parents of SEND is accessible and informative for parents. 	On-going	<ul style="list-style-type: none"> o Parent/school communication is strong o Parents confidently contact SENCO for support and advice.
Pupil Voice	<ul style="list-style-type: none"> o Children are given opportunities to share their concerns, their views and their ideas. o Adaptations are made as needed. 	On-going	Children's voice is heard and acted upon.

Improving Access to Information

Target	Strategies	Timescale	What will success look like?
Ensure information is accessible to all pupils and parents/carers	Provide information in alternative formats when required (large print, symbol supported text, audio or translated materials).	As required	Parents and pupils can access information in a format that meets their needs.
Improve accessibility of school communication	Ensure newsletters, letters and policies are written clearly and available digitally via the school website.	Ongoing	Parents are able to easily access school information.
Ensure the school website is accessible	Ensure the school website meets accessibility requirements in line with the Public Sector Bodies (Websites and Mobile Applications)	Ongoing	The school website meets accessibility standards and can be accessed by all users.

	Accessibility Regulations.		
Support parents/carers with communication needs	Provide translation support or interpreter services where required for meetings or written communication.	As required	Parents/carers can fully participate in meetings and communication with the school.
Improve accessibility of learning information	Use visual timetables, symbols and adapted materials where needed to support pupils with communication needs.	Ongoing	Pupils are able to access information and understand learning expectations.

Monitoring and Review

The Accessibility Plan will be monitored by the Senior Leadership Team and reviewed by the Governing Body.

Progress towards the actions outlined in this plan will be reviewed annually to ensure that the school continues to meet the needs of disabled pupils, staff and visitors.

The plan will be formally reviewed every three years.