



Foley Street, London W1W 7JJ

*Our School Vision: Experiencing life in all its fullness,  
growing to be the best we can be.*

## Disability and Access Policy

**Date:** October 2025

**Leading:** Alix Ascough (Executive Head Teacher) and Eirini Lymperi (interim SENCO)

**Committee:** Full Governors

### Introduction

This is a working document, and elements of both policy and practice may be revised when staff and governors agree that such changes will help us better meet the aims and objectives we have set out.

This policy has been discussed with the teaching staff, the Executive Head Teacher, the Chair of Governors, and the Welfare and Resources Committees of the governing body. All teaching and support staff have access to it.

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### Purpose of Policy

The *Special Educational Needs and Disability Act (2001)* and the *Equality Act (2010)* require schools to anticipate the needs of disabled pupils and to make reasonable adjustments to ensure that individuals are not substantially disadvantaged.

This policy sets out the aims, principles, and strategies for supporting disabled pupils at All Souls CE Primary School, ensuring compliance with statutory requirements and promoting inclusion in all aspects of school life.

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## **Context**

Under the *Equality Act 2010*, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

Such disabilities may reduce a child's ability to access educational services provided by the school and may require additional support or reasonable adjustments to overcome barriers.

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## **Aims and Principles**

All Souls CE Primary School is committed to complying with the *Equality Act 2010*, ensuring that no pupil, staff member, or visitor is denied access to or participation in school life due to disability.

The school will make reasonable adjustments to support pupils' learning and wellbeing, remove or reduce barriers to participation, and promote equality and inclusion in line with our Christian values.

At All Souls we aim to:

- Remove physical access barriers where possible to ensure that the school is as accessible as possible for pupils, staff, and visitors with disabilities.
  - Foster positive attitudes among pupils and staff towards disabled people.
  - Ensure procedures are in place to address the needs of disabled pupils and staff throughout the school.
  - Provide reasonable accommodations through differentiated teaching, alternative assessments, and appropriate support within the curriculum.
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## **Education**

- Staff will be kept informed of pupils with disabilities or Special Educational Needs (SEN) by the SENCO on a continuous basis.

- Staff will receive guidance on strategies and reasonable adjustments to ensure disabled pupils are not disadvantaged in accessing the curriculum.
  - Teaching will be adapted to meet individual learning needs and styles.
  - Adjustments to classroom management, teaching, and expectations will be made in ways that do not compromise the wellbeing, learning, or safety of other pupils.
  - The school will continue to provide equal access to all activities for disabled pupils, within the constraints of the school's physical environment.
  - Individual risk assessments and management plans will be in place for pupils participating in school visits, trips, or off-site activities.
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## **Employees with Disabilities**

The governing body recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure equal opportunities for applicants with disabilities.
  - Provide appropriate support and reasonable adjustments to enable staff to carry out their work effectively and without barriers.
  - Undertake reasonable adjustments to enable staff to access the workplace.
  - Regularly review workplace accessibility and make adjustments where needed.
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## **Communication and Accessibility**

- The school will ensure that key information is accessible to all members of the school community, including through large print, simplified language, or alternative formats where needed.
  - Parents and carers of disabled pupils will be consulted to ensure the effectiveness of support and accessibility measures.
  - Training will be provided for staff to enhance understanding and confidence in supporting pupils and colleagues with disabilities.
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## **Monitoring and Review**

Implementation of this policy will be monitored by the SENCO, who will report to the Senior Leadership Team and Governing Body annually, or sooner if specific needs or concerns arise.