



Giffard Park Primary School

Accessibility plan

Approved by:
Governors

Date: January 2026

Last reviewed on: January 2024

Next review due by: January 2029

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 the 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.

At Giffard Park Primary School, we are committed to:

- Ensuring we are an inclusive school.
- Removing any factors which are barriers to including any pupils with a disability.
- Ensuring resources enable all pupils to access the curriculum.
- Staff development so that they can effectively support the needs of all pupils.
- Working with parents, the wider community and multi-disciplinary teams.
- Ensuring that the premises are fit for purpose in terms of accessibility.
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required.
- Making funds available to make premises changes when needed.

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.

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.

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	Strategies	Timescales	Success Measures
<p>To be aware of the access needs of children with disabilities, staff, governors and parents/carers</p>	<ul style="list-style-type: none"> • Ensure staff and governors are aware of access issues • Create access plans for individual children with disabilities as part of the SEND process • Our school offers a differentiated/adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Use a range of communication methods to ensure information for pupils is accessible, for example large print, braille, induction loops, pictorial, or symbolic representations • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Annual reminder to parents/carers to provide feedback or issues regarding accessibility 	<p>As required</p>	<ul style="list-style-type: none"> • SEND objectives are in place • Staff are aware of pupils' needs • Staff and governors are confident needs are met Wide variety of resources that are inclusive • Data assessment and tracking of pupils performance • Pupils feel able to participate equally PEEPs in place and amended to reflect change • Excellent relationships with parents/carers who feel informed and confident in the provision for their child

Aim	Strategies	Timescales	Success Measures
Enriched curriculum accessible for all pupils, including lunchtimes and out of school activities	<ul style="list-style-type: none"> • Ensure venues and means of transport for school trips are vetted for suitability • PE curriculum is reviewed to include disability sports • Ensure staff and external coaches running out of school clubs, as well as peripatetic music teachers are aware of any additional support that may be needed • Identify staff training needs 	Ongoing	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take place in a range of activities • All pupils have access to PE and are able to fulfil their potential Pupils with disabilities feel able to participate equally in lunchtime and out of school activities • Raised confidence of support staff

Aim	Strategies	Timescales	Success Measures
Improve and maintain access to the physical environment	<p>The environment is adapted and maintained to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Disabled parking bay Disabled toilet Exterior lighting Appropriate space and location to support the needs of the individual <p>Ensure staff are aware of the need to keep fire exits clear</p> <p>Ensure corridors are clear of obstructions</p>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> • People feel safe in school and the school grounds • Monitoring with the annual health and safety premises check • Regular checking and maintenance of equipment • Adults and pupils with disabilities have safe exits from school • Fire drills and practice delivered without issue • People with disabilities can move smoothly around the school

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 HT and SENDCo and approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs policy and (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy
- Safeguarding and Child Protection Policy
- School Development Plan
- Staff Handbook