

# Saltaire Primary School



## Accessibility Plan 2024-2027

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## **Accessibility Plan 2024-2027**

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### **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 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.

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.

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. Contextual Information

Due to the age and design of our Victorian building, some areas of the school are not easy to access for pupils in a wheelchair. The school would make adaptations to the organisation of the school in order to satisfactorily meet a child's needs. The majority of the playground is accessible for a child in a wheelchair.

## 4. The Current Range of disabilities within Saltaire Primary School

The school has children with a range of disabilities which include:

- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactive Disorder (ADHD)
- Down's Syndrome
- Visual impairments
- Hearing impairments
- Foetal alcohol spectrum disorder (FASD)
- Severe food allergies.

When children enter school with specific disabilities, the school works in partnership with the LA professionals as necessary for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. A school inhaler is kept in

school and written permission has been asked from all parents whose children have asthma for this to be used in emergencies.

Some children have allergies or food intolerances/cultural food choices. Some of these children have an epipen in school to use in the event of an allergic reaction.

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded on Arbor, our school information system.

## 5. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving physical access			
Target	Strategies	Timescale	What will success look like?
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> <li>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as the budget allows.</li> </ul>	Audit 2024 then ongoing	<ul style="list-style-type: none"> <li>Modifications will be made to the school building to improve access.</li> </ul>
To be aware of the access needs of disabled children, staff, parents/ carers and other stakeholders	<ul style="list-style-type: none"> <li>Ensure school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>Ensure staff, governors and stakeholders can access areas of school used for meetings</li> <li>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically</li> </ul>	As required	<ul style="list-style-type: none"> <li>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>All staff &amp; Trustees are confident that their needs are met.</li> <li>Continuously monitored to ensure any new needs arising are met.</li> <li>Parents have full access to all areas of school</li> <li>PEEPs are prepared and reviewed as individual needs change</li> </ul>

	<p>impaired</p> <ul style="list-style-type: none"> <li>• Communication in print around school to help children's understanding and visual recognition.</li> </ul>		
Improvements to signage to aid access	<ul style="list-style-type: none"> <li>• Review signage around the school site and provide additional signage to support people in accessing different areas of the school</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Improved direction around site</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Ensure yellow paint is used on step edges and other edges when used by people with visual impairments</li> <li>• Check exterior lighting is working on a regular basis</li> <li>• Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year.</li> </ul>
Lunchtime in own classroom or other designated space	<ul style="list-style-type: none"> <li>• Ensure children who need longer to eat lunch have more time during lunchtime</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• All children can access adequate time for lunch</li> </ul>
Whole school evacuation	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Children to have PEEP's if needed.</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• All physically disabled persons can be safely evacuated.</li> </ul>

## Improving curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<ul style="list-style-type: none"> <li>● Review SEND children's access to curriculum within class sessions.</li> <li>● Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</li> <li>● Ongoing monitoring from SENCO.</li> <li>● Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● All pupils have equal access to a broad and balanced curriculum</li> </ul>
All school visits need to be accessible to all pupils	<ul style="list-style-type: none"> <li>● Risk assessments to ensure that all children including children with physical disabilities can access trips.</li> <li>● Ensure venues and means of transport are vetted for suitability</li> <li>● Ensure staff are fully briefed with regards to children with SEND</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● All pupils are able to access all visits and take part in the full range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>● Review PE curriculum to include disability sports</li> <li>● Ensure that children with disabilities are given every opportunity to engage with PE lessons, with adaptations as required</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● All pupils have access to PE and are able to excel, for example via support from an adult</li> </ul>
Ensure disabled children can take part equally in whole school events, lunchtime and after	<ul style="list-style-type: none"> <li>● Ensure whole school events can be adapted to include all children</li> <li>● Discuss with staff who run out of school clubs, and people running other clubs after school. Support</li> </ul>	As required	<ul style="list-style-type: none"> <li>● Disabled children feel able to participate equally in out of school activities.</li> </ul>

school activities	<p>would need to be available – especially after school</p> <ul style="list-style-type: none"> <li>• Ensure there is a way of getting children with mobility issues/ wheelchairs to spaces where sports clubs usually take place</li> </ul>		
Ensure all staff have specific training to enable them to meet the needs of children with a range of SEN and disabilities	<ul style="list-style-type: none"> <li>• Identify training needs at regular meetings</li> <li>• SENCo to review the needs of children and provide training for staff as needed.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Raised confidence of support staff</li> <li>• Staff are able to enable all children to access the curriculum.</li> </ul>
To provide specialist equipment and assistive technology to promote participation in learning by all pupils.	<ul style="list-style-type: none"> <li>• Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.</li> <li>• Ensure staff have regular training and opportunities to develop understanding of assistive technology available via Google and other technology</li> </ul>	Reviewed termly by SENCo.	<ul style="list-style-type: none"> <li>• Children will develop independent learning skills.</li> </ul>
To meet the needs of individuals during the statutory end of KS2 tests.	<ul style="list-style-type: none"> <li>• Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</li> </ul>	Annually.	<ul style="list-style-type: none"> <li>• Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</li> </ul>



## Improving access to information

Target	Strategies	Timescale	What will success look like?
Communication with Parents	<ul style="list-style-type: none"> <li>• Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</li> <li>• Ensure parents meet and can contact SENCO within reasonable timescales.</li> <li>• Parents meet regularly with SENCO to access further support and advice.</li> <li>• Ensure that the annual report to parents of SEND is accessible and informative for parents.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Parent/school communication is strong</li> <li>• Parents confidently contact SENCO for support and advice.</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• Children are given opportunities to share their concerns, their views and their ideas.</li> <li>• Adaptations are made as needed.</li> <li>• Children with SEN and disabilities are given equal opportunities and encouragement to stand for pupil parliament and other pupil voice opportunities</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Children's voices are heard and acted upon.</li> </ul>
To ensure that all parents and other members of the school community can access information.	<ul style="list-style-type: none"> <li>• Written information will be provided in alternative formats as necessary.</li> </ul>	As needed	<ul style="list-style-type: none"> <li>• To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</li> </ul>
To ensure that parents who are unable to attend school, because of a disability, can	<ul style="list-style-type: none"> <li>• Staff to hold parents' evenings by phone/virtually or send home written information.</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Parents are informed of their children's progress.</li> </ul>

access parents' evenings			
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## **6. 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 headteacher. It will be approved by the Finance, Premises and Staffing Committee.

## **7. 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
- SEND policy
- Supporting pupils with medical conditions policy