

Royles Brook Primary School



Accessibility Plan

Written by:	Miss R. Lea	Date: November 2025
Approve by:	The Governing Body	
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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.

School Aims

- The school's inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- To ensure all disabled students are fully involved in school life and are making at least expected progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated 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 • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	increase access to the curriculum for pupils with a disability	<p>Conduct regular training for teachers and support staff on adaptive teaching strategies and inclusive practices.</p> <ul style="list-style-type: none"> - Further develop and diversify curriculum resources to meet a wider range of disabilities. - Introduce assistive technologies and software to support curriculum access. - Enhance individual education plans (IEPs) with clear curriculum access goals. - Engage pupils and parents to review curriculum accessibility and effectiveness. - Monitor and analyse progress data specifically for disabled pupils to identify gaps and tailor interventions 	SENCO / Curriculum Lead / Headteacher	Ongoing; review termly	<p>All teaching staff have completed targeted training on inclusive curriculum delivery.</p> <ul style="list-style-type: none"> - Curriculum resources reflect a broader spectrum of disabilities and learning needs. - Assistive technologies are effectively integrated into lessons. - IEPs include measurable curriculum access targets. - Positive feedback from pupils and parents regarding curriculum accessibility. - Demonstrable improvement in curriculum progress data for disabled pupils.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
As above	As above	To embed inclusive curriculum practices across mixed-age classes	<ul style="list-style-type: none"> - Develop specific guidance and planning tools for mixed-age teaching that incorporate differentiated strategies for disabled pupils. - Facilitate peer collaboration and sharing of best practices among staff. - Schedule regular curriculum audits to ensure inclusive practices are maintained. - Provide additional support in mixed-age settings where needed, such as targeted TA deployment. - Use pupil voice to evaluate curriculum accessibility in mixed-age classes. 	SENCO / Phase Leaders / Headteacher	Develop within 6 months; ongoing monitoring	<ul style="list-style-type: none"> - Planning documents and guidance reflect inclusive strategies for mixed-age classes. - Staff report increased confidence and competence in delivering inclusive lessons. - Curriculum audits show consistent application of inclusive practises. - Disabled pupils in mixed-age classes demonstrate improved engagement and progress. - Pupil feedback indicates greater access and participation in learning activities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
As above	As above	To enhance staff awareness and responsiveness to specific disabilities	<ul style="list-style-type: none"> - Organise workshops led by external experts or specialists on various disabilities. - Create a resource bank with information and strategies for different disabilities. - Establish a system for regular updates and sharing best practices. - Encourage staff to undertake relevant accredited training and professional development. - Foster a whole-school culture of empathy and understanding through assemblies and awareness campaigns. 	SENCO / CPD Coordinator / Headteacher	Start within 3 months; ongoing development	<ul style="list-style-type: none"> - Increased staff participation in disability awareness training. - Resource bank actively used by staff. - Evidence of improved differentiated lesson planning reflecting specific disabilities. - Positive changes observed in pupil engagement and support. - Whole-school events successfully promote disability awareness and inclusion.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
As above	As above	To improve communication and collaboration with parents of disabled pupils regarding curriculum access	<ul style="list-style-type: none"> - Establish regular meetings with parents to discuss curriculum access and progress. - Provide accessible information and reports tailored to parents' needs. - Create feedback mechanisms for parents to share concerns and suggestions. - Involve parents in the co-creation of accessibility strategies and curriculum adaptations. - Offer workshops or information sessions for parents to support learning at home. 	SENCO / Family Liaison Officer / Headteacher	Initiate immediately; review annually	<ul style="list-style-type: none"> - Documented regular communication and meetings with parents. - Positive parental feedback on communication and involvement. - Increased parental engagement in curriculum planning and review. - Evidence of curriculum adaptations influenced by parental input. - Higher levels of parental satisfaction and pupil progress at home and school.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Maintain and regularly review physical accessibility features throughout the school	<p>Conduct bi-annual audits of all physical accessibility features including corridors, toilets, parking bays, and library shelving</p> <ul style="list-style-type: none"> - Consult with disabled pupils, parents, and staff to identify any emerging accessibility issues - Record findings and update maintenance schedules accordingly 	Site Manager / School Business Manager	Bi-annually	<ul style="list-style-type: none"> - Audit reports completed and actioned twice yearly - Feedback from disabled pupils and parents collected and acted upon - No reported physical barriers to access in school environment
As above	As above	Upgrade and adapt outdoor play areas and routes to improve accessibility	<ul style="list-style-type: none"> - Assess current outdoor play and recreational areas for accessibility barriers - Install accessible play equipment and adjust surfaces where needed - Ensure pathways are smooth, well-lit, and wide enough for wheelchairs 	School Business Manager/ Headteacher / Site Manager	Within 12 months	<p>Outdoor areas fully accessible to disabled pupils</p> <ul style="list-style-type: none"> - Increased use of outdoor facilities by disabled pupils observed - Positive feedback from pupils and parents

As above	As above	Improve signage and wayfinding for visually impaired pupils and visitors	<ul style="list-style-type: none"> - Install tactile, high-contrast, and braille signage at key locations - Review and update signage to be clear and consistent throughout the school - Train staff to support pupils in navigating the school 	SENCO / Site Manager / School Business Manager	Within 12 months	<ul style="list-style-type: none"> - Clear, accessible signage in place across the school - Visually impaired pupils report ease in navigating the school independently - Staff demonstrate awareness and support for navigation needs
As above	As above	Ensure ongoing maintenance and accessibility of disabled toilet and changing facilities	<p>Schedule regular inspections and maintenance of disabled toilets and changing facilities</p> <ul style="list-style-type: none"> - Upgrade equipment as needed to meet best practice accessibility standards - Provide staff training on the use of specialist equipment 	Site Manager / School Business Manager	Ongoing, reviewed quarterly	<ul style="list-style-type: none"> - Facilities are fully operational and meet accessibility standards at all times - No complaints or issues reported regarding these facilities - Staff confident in supporting pupils with specialist needs

		Plan for future building or refurbishment projects with accessibility as a core principle	<ul style="list-style-type: none"> - Include accessibility audits and pupil needs assessments in all refurbishment planning - Engage disability access consultants for advice on design and compliance - Allocate budget for accessibility improvements within capital projects 	Headteacher / Governors / Site Manager	As part of all future projects	<ul style="list-style-type: none"> - All new building works and refurbishments fully compliant with Equality Act 2010 requirements - Positive feedback from disabled pupils and families on environment improvements - Accessibility improvements completed within planned timescales and budget
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Dojo – One electronic communication platform for parents • Large print resources • Pictorial or symbolic representations 	<p>Improve the delivery of information to pupils with disabilities</p>	<ul style="list-style-type: none"> - Conduct an audit of current information delivery methods to identify gaps in accessibility for disabled pupils. - Increase availability of information in alternative formats (e.g., Braille, audio, easy-read) as needed. - Provide staff training on effective communication techniques for pupils with various disabilities. - Develop a protocol for consulting pupils and parents about preferred communication methods. - Enhance the Dojo platform with accessibility features, such as screen reader compatibility and simplified navigation. 	<p>SENCO / Inclusion Lead ICT Coordinator Headteacher</p>	<p>Audit and training within 6 months Full implementation within 12 months</p>	<ul style="list-style-type: none"> - Audit completed and documented identifying specific accessibility needs. - Alternative formats of key documents and communications available and used. - Staff complete training with feedback showing increased confidence in accessible communication. - Protocol established and used consistently for communication preferences. - Dojo platform updated with accessibility enhancements and positive user feedback from disabled pupils and parents.
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		Enhance pictorial and symbolic communication resources	<ul style="list-style-type: none"> - Review and expand the range of pictorial/symbolic resources used across the school. - Collaborate with specialist services to ensure symbols meet diverse disability needs. - Integrate these resources into daily classroom activities and school-wide communications. - Use of WIDGET to ensure consistency 	SENCO / Class Teachers Inclusion Lead	9 months	<ul style="list-style-type: none"> - Increased number and variety of pictorial/symbolic resources available. - Positive feedback from pupils and staff on usability and clarity. - Observations show regular use of these resources in classrooms and communal areas.
		Improve signage accessibility throughout the school	<ul style="list-style-type: none"> - Assess current signage for accessibility including font size, contrast, and placement. - Upgrade signage to meet best practice standards for visual accessibility. - Introduce tactile or Braille signage where appropriate. 	Site Manager School Business Manager	12 months	<ul style="list-style-type: none"> - Accessibility assessment report completed. - New signage installed meeting accessibility standards. - Disabled pupils report improved ease of navigation around school.

		<p>Ensure timely and personalized communication with disabled pupils and parents</p>	<ul style="list-style-type: none"> - Establish a system to identify and record communication preferences for disabled pupils and their families. - Ensure all communications are sent in the preferred format and within a reasonable timeframe. - Monitor and review communication effectiveness regularly through feedback. 	<p>Office Manager SENCO Headteacher</p>	<p>Ongoing, review every 6 months</p>	<ul style="list-style-type: none"> - Communication preferences recorded for all disabled pupils. - Evidence of personalized communication delivery. - Positive feedback from families regarding communication accessibility.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy