

King Edwin Primary School

Accessibility Plan 2026-2029

Growing, Learning & Achieving Together



Reviewed: July 2026 | Next Review: July 2029

1. Aims

King Edwin Primary School is committed to providing an accessible, inclusive environment where every child can thrive. Guided by our High 5 school values and inclusive ethos, we seek to remove barriers to learning, participation and achievement for all pupils, staff, parents and visitors.

All 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 disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to disabled pupils 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. Our vision can be accessed via [Aims, Values & Vision - King Edwin Primary and Nursery School](#)

Our plan is 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, including: children, parents, staff and governors of the school.

2. Legislation and Guidance

This plan meets the requirements of the [Equality Act 2010](#) and [SEND Code of Practice](#). The school will make reasonable adjustments to ensure disabled pupils are not disadvantaged.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility 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	Responsibility	Timescale	Success Criteria
Increase access to the curriculum	Our school offers an adapted curriculum for all pupils - Our curriculum adaptations are outlined in our Curriculum document - 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 - PE curriculum includes disability sports - 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	- All school visits and trips need to be accessible to all pupils - Ensure venues and means of transport are vetted for suitability - Review PE curriculum to ensure PE is accessible to all pupils - Ensure staff access appropriate training on disability issues	- Use guidance from EVOLVE to ensure all such activities are accessible - Review PE curriculum to further include more disability sports - Identify training needs at regular intervals	EVC Teachers planning visits PE Subject Leader SENCO	On going End of Autumn Term 2026 and then annually Termly	All pupils are able to access all school trips and take part in a range of activities All pupils have access to PE Raised confidence of staff

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps - low level site • Lift • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Maintain safety for visually impaired pupils & staff Install Evac device for safe evacuation of disabled staff/pupils in case of emergency	Review current support measures Purchase and install Evac chair	HT HT	Annually and as new pupils/staff join the school	Visually impaired feel safe in school environment Evac chair installed
Improve access to information	Information shared through multiple formats; close partnership with families	Provide accessible communication	Offer large print, digital and translated information where required	Office Team SENDCo	Ongoing	Parents and pupils can access information easily
Promote inclusive culture and values	Strong inclusive ethos rooted in respect, belonging and high expectations	Embed understanding of diversity	Assemblies, curriculum content, pupil voice and staff development Belonging Action Group	All Staff HT	Ongoing	All stakeholders feel valued and included

4. Monitoring Arrangements

This document will be reviewed every 3 years, although may be reviewed and updated more frequently if necessary. It will be approved by the Strategic Development Committee of the Governing Body. This plan will be monitored by the Headteacher, SENDCo and Governing Body and reviewed every three years or sooner where needs change.

5. Links with Other Policies

- SEND Policy
- Equality Objectives
- Health and Safety Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions
- School Improvement Plan
- Equality information and objectives (public sector equality duty) statement for publication