

Ethelbert Road Primary School



Accessibility Plan

Together We Thrive

Reviewed	July 2025	
Next Review	July 2028	
Headteacher	Michele Kirkbride	Date:
Chair of Governors	Jonathan Richardson	Date:

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5

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.

At Ethelbert Road Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discrimination practice to promote equality of opportunity and valuing diversity for all children and families. We aim to work together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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. Kent's Education Accessibility Strategy can be found here:

<https://letstalk.kent.gov.uk/education-accessibility>

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	CURRENT PRACTICE Include established practice, and practice under development	GOOD	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"> The school offers an adapted curriculum for all pupils which is reviewed to ensure it meets the needs of all pupils Curriculum progress is carefully tracked for all pupils, including those with a disability and targets are set and reviewed. All staff receive relevant training to support the needs of all pupils, including those with a disability All enrichment opportunities are planned to ensure they are accessible for all pupils 		Continue to identify individual needs and gaps, plan and review appropriate provision and track progress.	Continue to use the school's embedded systems and process effectively and ensure all pupils receive high quality teaching.	HT/SENCo, MHWB manager/Class teachers	On going	All children make good progress from their starting points and are well prepared for their next stage

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The school continuously reviews the school premises and site to identify physical barriers which can be improved and adapted for pupils. Staff are made aware of a range of potential physical barriers to pupils and have a range of strategies to remove the barriers. 	All pupils can access all areas of school life.	<p>Ensure the LA are informed of any physical barriers and any adjustments needed to the school site.</p> <p>Ensure school funding is used appropriately to remove any physical barriers for pupils.</p> <p>Ensure all staff are adequately trained in any equipment needed, all resources are available and the level of physical accessibility is continuously reviewed.</p>	HT/Caretaker and Site Manager/Finance Manager/SENCo, MHWB manager/Class teachers	On going	All children make good progress from their starting points and are well prepared for their next stage
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> The school ensures that all pupils have information delivered in a way which meets their needs. Where it is needed, the school uses a range of communication methods 	All pupils can access all areas of school life	Ensure all staff are adequately trained in any communication needs, all resources are available and provision is continuously reviewed.	HT/SENCo,MHWB manager/Class teachers	On going	All children make good progress from their starting points and are well prepared for their next stage

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 Headteacher.

It will be approved by the governing body.

5. 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