

St Matthew's Bloxam C of E Primary School



Accessibility Plan 2025

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, trips, clubs, 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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, including pupils, parents, staff and governors of the school.

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 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. Action plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of individual curriculums where these are specified

The table below sets out how our school will achieve these aims in accordance with the Equality Act 2010.

Aims	Current Good Practice - including established practice and practice under development	Objectives - short, medium and long term objectives	Actions to be taken	Persons responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	St Matthew's Bloxam C E offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible.	• Training for specific staff on teaching a curriculum around the child • Differentiated curriculum • Tailored resources. • Curriculum resources include examples of people with disabilities • Targets are set effectively and are appropriate for pupils with additional needs. • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed to ensure it meets the needs of all pupils • Ensure full access to trips and clubs.	Audit of CPD needed – annually	Class Teachers, SENDCo, LSAs	Annually	CPD annual plan in place to ensure school development is successful.

Aims	Current Good Practice - including established practice and practice under development	Objectives - short, medium and long term objectives	Actions to be taken	Persons responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Removal Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	• Maintain current environment.	Ongoing	Office Manager SENDCo Site Manager	Ongoing	Environment is maintained.

Aims	Current Good Practice - including established practice and practice under development	Objectives - short, medium and long term objectives	Actions to be taken	Persons responsible	Date to complete actions by	Success Criteria
Improve the delivery of written information to pupils	Staff are aware of Widget symbols and have received training on using Communication in Print. Staff are welcoming and happy to invite parents, carers and visitors into school. Use a wider range of communication methods, currently use large print, internal signage, pictorial representations.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioral / physical needs including visual timetable in all classrooms. Have a display of pamphlets available to local support networks. Use a wider range of communication methods to support including translated prospectus if needed.	Use Widget symbols to label trays. Use visual timetables and calendars. Pamphlets on display	SENDCO, TAs and CTs	Ongoing	Classroom environment to have resources in place. Local support pamphlets on display for support.

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

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 and disability (SEND) information report and SEND policy
- Curriculum policy
- Positive behaviour and Relationships policy

Date – June 2025

Next review date – June 2027