

Upham CE (A) Primary School

Accessibility Plan



Approved by Governors – Full Governing Body 3 April 2025

Review date – by April 2026

Accessibility Plan for Academic Year 2025 / 2026 and into 2026 / 2027

Upham CE(A) Primary School

Equality

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools will need to take an organisational approach to formulating policy and practices, which positively promote accessibility.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

Please See Upham School Single Equality Statement, published on our website.

Accessibility

Schools are still required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

| Aspect | Actions | Timescale | Success Criteria | Monitoring Arrangements |
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| Increasing the extent to which disabled pupils can participate in the curriculum; | | | | |
| Classrooms are optimally organised to promote the participation and independence of all children. | <ul style="list-style-type: none"> • Replacing worn furniture, • Update Storage, • Plan furniture arrangement and children seating in reference to personal learning plans, • Review furniture as needs of children emerge/ change, | Ongoing, reviewed September alongside PLP formation | All children can access classroom resources. Children with key needs have optimal positions in class. | SEND governor |
| To meet the needs of individuals using access arrangements during statutory assessments. | <ul style="list-style-type: none"> • Appropriate supports identified • Applications made by deadline • Adaptations to resources made • Supports implemented. | Annually, by April - June | All children able to access statutory testing (phonics, multiplication check & KS2). | Documented Year 6 plan SENCo, report to govs in HT report Summer Term |
| All extra curricular activities are planned to ensure they are as accessible as possible to all children. | <ul style="list-style-type: none"> • A choice of Clubs accessible, • Information shared with providers so reasonable adaptations can be planned, • Instructions given clearly for children with HI. • Term by term review of provision for following term | Completed by beginning of each term as new clubs are launched | Children able to join and access club of their choosing, wherever possible. | HT & Admin Manager |
| Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and | | | | |
| Ensure opportunities are taken during building works/decoration to improve ease of access for children/ adults with VI. | <ul style="list-style-type: none"> • Door frames different colour to door and walls, • Contrasting colours used to help identify hazards/ structures | Ongoing | All door frames contrasting colour. | HT – reporting to Resources Gov Committee as works are planned/ tendered/ evaluated. |
| Ensure opportunities are taken during building works/decoration to improve acoustics of hall for children/ adults with HI. | <ul style="list-style-type: none"> • Consider echo effect in choice of materials eg during renovations | Ongoing | Children with HI can hear adequately in busy contexts eg lunchtime. | SENCo & HT |
| Ensure uneven surfaces are | <ul style="list-style-type: none"> • Regular monitoring of site by HT and caretaker, | Half Termly and when | Site is clear from trip | Caretaker with Admin |

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| identified and rectified to ensure easy access and mobility around site. | <ul style="list-style-type: none"> • Raised edges/ worn materials, changes brought to caretaker's attention. • Replacements made, | required | hazards which could be difficult for someone with limited movement to negotiate. | Manager Governor with responsibility for H&S |
| Improving the availability of accessible information to those with disabilities. | | | | |
| To identify parental access needs so that appropriate plans and adaptations can be arranged | <ul style="list-style-type: none"> • During home visits, parents asked about any access requirements with examples given, • New parents asked about requirements by DW, • Home: School agreement highlights parent responsibility to make their access needs known – including on the occasion when their needs change. | September annually and whenever new families join. | Parent access needs clearly understood by school leadership. | HT & EYFS staff |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and school events. | <ul style="list-style-type: none"> • Continued identification of parent needs on entry, • Communication regarding extra arrangements eg Christmas plays, • Adaptations eg larger font, coloured backgrounds • Use of newsletter to communicate key adaptations eg church loop/ use of access ramp | Ongoing | All parents able to participate school events. | HT with EYFS staff for new entrants |

Progress towards this plan will be reported to governors as part of a written annual equality report from the headteacher.