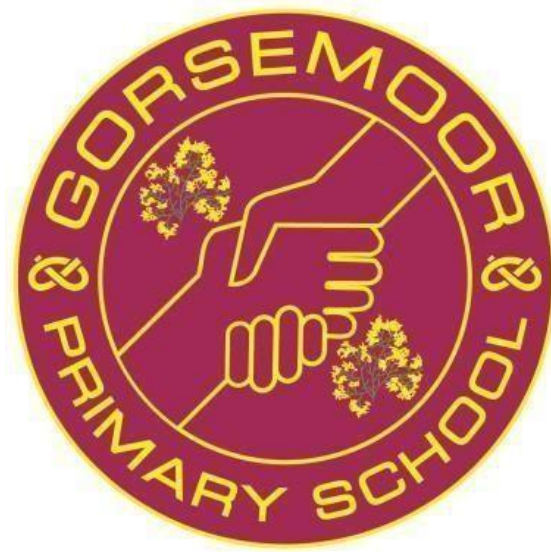




Growing together, hand in hand.

Accessibility Plan

2026-2029

Reviewed by:	Hayley Porter Inclusion Lead (SENDCo, DSL)
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Last reviewed on:	September 2026
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Next review due by:	September 2029
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Introduction

Under the Equality Act 2010, all schools are required to have an accessibility plan in place. Our three-year plan sets out to demonstrate how we intend to effectively meet the needs of all learners by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to allow disabled pupils to access all aspects of the education we provide
- Improving the availability of accessible information to disabled pupils

Aims

Our school is committed to ensuring that all of our pupils are treated fairly and with respect. Our school vision is 'Growing together, hand in hand' and this underpins our aims of establishing a whole school culture of collaboration, nurture and respect for all. This involves providing opportunities for all pupils without discrimination of any kind.

Our accessibility plan will outline how we can work collaboratively in order to promote disability equality for all disabled pupils, staff, parents/carers and visitors.

We are committed to ensuring that our staff are trained in equality issues and are updated with the latest guidance on the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years (January 2015, updated May 2024). We also welcome the opportunity to work with outside agencies in order to develop and implement this three-year plan.

Legislation and Guidance

This document complies with the requirements set out in:

- Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (updated February 2023)
- SEND Code of Practice: 0 to 25 years (January 2015, updated May 2024)
- Public Sector Equality Duty (PSED) under the Equality Act 2010
- Keeping Children Safe in Education (September 2024) - ensuring accessibility considerations are embedded in safeguarding practices
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated September 2021) - ensuring all pupils can access this curriculum

The Equality Act 2010 defines an individual as disabled if he or she has 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 SEND Code of Practice, 'long-term' is defined as a year or more, whilst 'substantial' is defined as more than minor or trivial. These definitions include sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities in order to ensure that disabled pupils do not face substantial disadvantage compared to their non-

disabled peers. This duty is anticipatory – we must think in advance about what disabled pupils might require and what adjustments might need to be made to prevent that disadvantage. This may include, for example, the use of auxiliary aids or adjustments to premises.

The Public Sector Equality Duty

When carrying out our core functions, our school has a duty to have due regard for the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This includes:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Planning

Our Accessibility Plan outlines the key priorities and changes required, within and around school, so that we fulfil our legal requirements and remove barriers to inclusion for all pupils and staff with disabilities. This plan is updated every three years and reviewed annually.

We have considered the needs of our current pupils, staff and visitors with disabilities, and also our anticipatory duty to plan for the reasonable adjustments that may be required for future members of our school community.

Current Good Practice

Upon entry to school, we gather information about pupils to identify how we may best support them as they begin their education with us and beyond. We take external advice on the correct support needed for children/families with disabilities and work with experts to ensure they have everything necessary to fully include them in the life of the school.

This plan ensures that:

- ☑ The school draws on the expertise of external agencies to provide specialist advice and support
- ☑ The SENDCo has an overview of the needs of disabled pupils
- ☑ There are high expectations for all learners
- ☑ There is appropriate deployment and training of learning support staff
- ☑ Successful practice is shared within the school
- ☑ Disabled pupils have access to extra-curricular activities
- ☑ We comply with our anticipatory duty by planning ahead for potential accessibility needs
- ☑ We regularly consult with disabled pupils, parents/carers and staff about accessibility
- ☑ We monitor the progress and attainment of disabled pupils and take action where gaps exist

Gorsemoor Primary is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

There are currently no areas of school that pupils, or their families, with a physical disability cannot access.

This Accessibility Plan

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

1. Improve the Physical Environment

This covers improvements to the physical environment of the school and physical aids to access education, adding specialist facilities as necessary.

2. Increase Access to the Curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. We will ensure that pupils with a disability are as equally prepared for life as their non-disabled peers.

3. Improve the Delivery of Information

This covers the provision of information to pupils, staff, parents and visitors with disabilities in formats that are accessible and available within a reasonable timeframe. Examples might include handouts, timetables, textbooks and information about the school and school events.

Attached are Action Plans relating to the key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis and new plans will be drawn up every three years.

Related Policies

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Information and Objectives Statement
- Health & Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy and Information Report
- Behaviour Policy
- School Development/Improvement Plan
- Complaints Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy

The Action Plan for physical accessibility relates to accessibility audits undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. Audits will be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

The school will work in partnership with the local authority and other agencies in developing and implementing this plan. This policy applies to the whole of Gorsemoor Primary School, including the Early Years Foundation Stage.

Monitoring and Review

- The Accessibility Plan is reviewed annually by the Inclusion Lead and governing board
- Progress against the action plans is monitored termly
- The views of disabled pupils, parents/carers and staff are sought as part of the review process

- A new three-year plan is developed every three years
- The plan is published on the school website

Access to the Physical Environment (2026–2029)

Target	Strategies	Timescale	Responsibility	Success Criteria
The needs of disabled pupils are met in line with current legislation.	Create access plans for individual pupils through the EHCP process. Ensure one-page profiles are available and shared with relevant staff. Maintain robust transition arrangements between classes, key stages and settings. Ensure reasonable adjustments are made in accordance with the Equality Act 2010 and SEND Code of Practice.	Ongoing and as required	Deputy Headteacher, Class Teachers, Headteacher	All pupils can access learning and school activities. Staff understand and implement reasonable adjustments.
Ensure staff have the knowledge and skills to support pupils with disabilities and additional needs.	Provide regular SEND, accessibility and medical needs training for all staff. Include induction training for new staff and updates on statutory guidance.	Ongoing	Deputy Headteacher, Co-Headteacher	Staff are confident in meeting the needs of pupils with SEND and disabilities.
Ensure all pupils, staff, parents/carers and visitors can access all areas of the school site.	Conduct regular accessibility audits. Maintain wheelchair access routes. Ensure entrances, pathways and learning environments remain free from obstruction. Invite feedback from parents and visitors regarding accessibility.	Termly	Site Supervisor, Health & Safety Lead, Deputy Headteacher	School site remains accessible and welcoming to all users.
Improve accessibility of the Forest School area.	Review and upgrade Forest School flooring and pathways to improve accessibility for pupils and adults with mobility difficulties, wheelchair users and those with sensory or physical needs. Consider all-weather surfacing and accessible routes	Summer 2027–2028	Co-Headteacher, Site Supervisor, Forest School Lead	Forest School can be accessed safely and independently by a wider range of pupils and visitors.

Target	Strategies	Timescale	Responsibility	Success Criteria
	where appropriate.			
Maintain safe access for visually impaired pupils, staff and visitors.	Regularly inspect external lighting, signage and pathways. Ensure clear visual contrast where appropriate and remove potential hazards.	Ongoing	Site Supervisor, Health & Safety Lead	Visually impaired individuals can navigate the site safely.
Ensure emergency evacuation procedures meet the needs of all pupils and adults with disabilities.	Maintain Personal Emergency Evacuation Plans (PEEPs) where required. Review evacuation arrangements following drills and when needs change. Ensure staff are aware of responsibilities.	Ongoing	Deputy Headteacher, Co-Headteacher, Health & Safety Lead	Safe and efficient evacuation procedures are in place for all identified individuals.
Provide appropriate hearing support where required.	Seek advice from Staffordshire specialist services and provide hearing loops, sound-field systems or other assistive technology where appropriate.	As required	Deputy Headteacher, Co-Headteacher, Class Teachers	Pupils with hearing impairments can fully access teaching and learning.
Ensure appropriate furniture, equipment and resources are available for pupils with disabilities.	Audit provision annually and purchase specialist furniture, adaptive equipment and assistive technology as needed.	Annually	Deputy Headteacher, Co-Headteacher, PE Lead, Class Teachers	Appropriate resources are available to meet identified needs.
Maintain dignified and accessible hygiene and changing facilities.	Review accessibility and storage arrangements within disabled toilet and changing areas. Ensure facilities meet the needs of individual pupils.	Annual review	Office Manager, Health & Safety Lead, Deputy Headteacher	Facilities promote privacy, dignity and independence.
Ensure outdoor play equipment is inclusive and accessible.	Develop outdoor provision to include equipment that supports a range of physical, sensory and developmental needs. Consider inclusive playground markings, sensory resources,	Ongoing, with major review Summer 2027	Co-Headteacher, Deputy Headteacher, PE Lead, Governors	All pupils can participate in outdoor play and physical activity regardless of need or disability.

Target	Strategies	Timescale	Responsibility	Success Criteria
	wheelchair-accessible activities and adapted play equipment.			
Improve accessibility of outdoor learning and recreation spaces.	Review playground surfaces, outdoor seating, sensory areas and access routes. Explore development of sensory garden and inclusive outdoor learning spaces.	2026–2029	Co-Headteacher, Deputy Headteacher, Site Supervisor	Outdoor environments support participation, wellbeing and inclusion for all pupils.
Ensure digital accessibility across the school.	Audit technology and ensure accessibility features are available on devices. Provide specialist software and hardware where required.	Annual review	Computing Lead, Deputy Headteacher, SLT	Pupils can access digital learning using appropriate assistive technology.
Maintain accessible parking and drop-off arrangements.	Ensure designated accessible parking remains clearly marked and available. Review arrangements annually to meet changing needs.	Ongoing	Site Supervisor, Health & Safety Lead	Safe access to the school site is maintained for disabled pupils, families and visitors.