

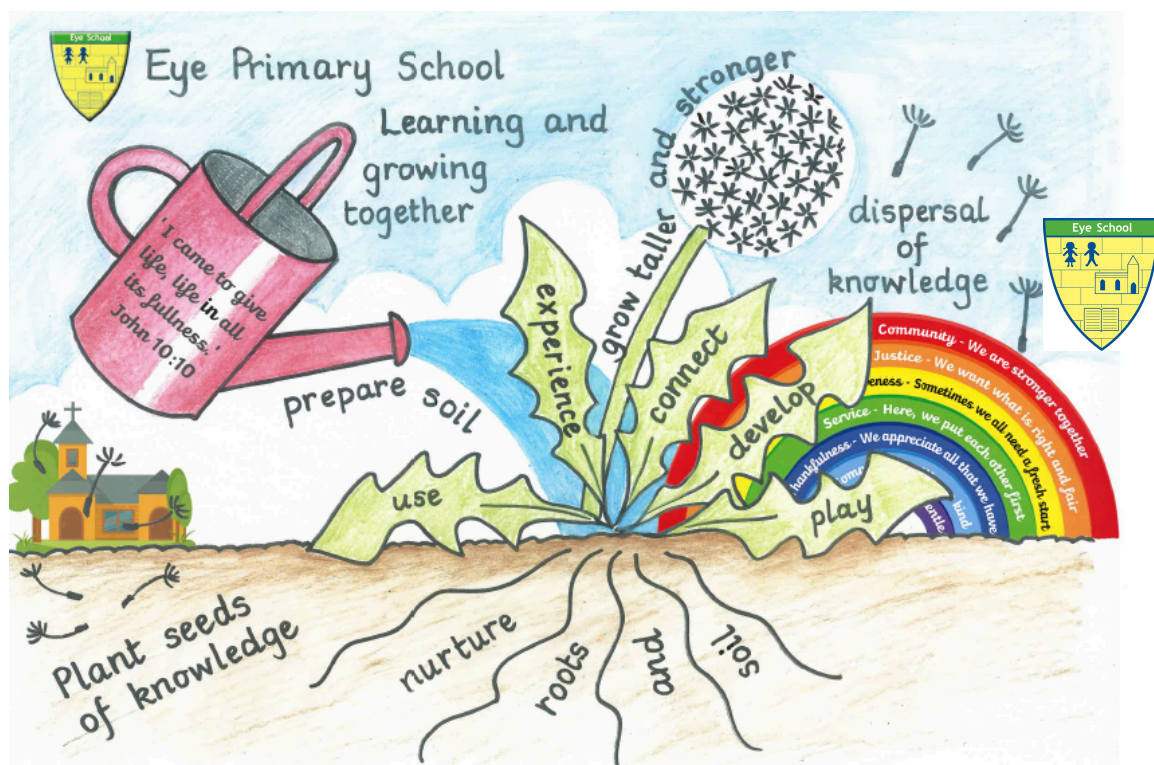
Eye C of E Primary School



Learning and Growing Together

"I came to give life, life in all its fullness." John 10:10

Accessibility Policy and Plan September 2025 - September 2028



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Introduction

Eye C of E Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This commitment supports our school vision taken from Jesus' teaching 'I came to give life, life in all its fullness' (John 10:10). We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan covers a three-year period.

Our approach is guided by the following principles:

- **Inclusion and equality:** All pupils should be able to participate fully in school life.
- **Anticipation, not reaction:** We anticipate the needs of pupils with disabilities rather than only responding to difficulties as they arise.
- **Universal Design for Learning (UDL):** Curriculum, teaching and assessment are designed to be flexible and accessible for all.
- **Collaboration:** We involve pupils, parents, staff and professionals in planning and reviewing accessibility.
- **Continuous improvement:** Accessibility is regularly monitored, reviewed and embedded in school development planning.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Eye C of E Primary recognise our duties under the Equality Act 2010, including Schedule 10, and the Public Sector Equality Duty (PSED).

This Accessibility Policy and Action Plan sets out how the school will:

- Increase access to the curriculum for pupils with disabilities and additional needs.
- Improve the physical environment of the school.
- Improve the delivery of information to pupils, parents, staff and visitors.

We aim to remove barriers to learning, participation and communication, and to ensure equality of opportunity for every member of our school community.

This plan will meet the requirements of:

- The Equality Act 2010 (Schedule 10: Accessibility Plans).
- The Public Sector Equality Duty.
- The Children and Families Act 2014 and SEND Code of Practice (2015).
- The Digital Accessibility Standards for Schools (DfE, 2023).
- The CDC Guides to the Disability Duties (2025).

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Specific duties

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE guidance states that this duty can be summarised as follows:

‘When a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. ‘

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. The guidance states that many pupils with a disability will have a SEND EHC plan and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHC Plan (or this doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN provisions which are part of education legislation, under which Local Authorities have a duty. In addition to the duty to consider reasonable adjustments for individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

What is a disability?

The Equality Act describes a person who is disabled as having:

‘a physical or mental impairment which has a substantial and long - term adverse effect on his or her ability to carry out normal day - to - day activities’.

Physical impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are classed as disabled.

Identifying Pupils Needs -medical and disabilities

In addition to the Equality Act 2010, the governing body must ensure arrangements are in place in school to support pupils with medical conditions, under the Children and Families Act 2014.

Parents/carers, pupils and teachers will work together to identify and provide for children's individual needs. These needs will be recorded on pupil profiles, individual health care plans and where applicable, Education, Health and Care Plans (EHC). Parents/carers and pupil views will be at the centre of the planning process.

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At the point of enrolment, parents are asked to notify the school of any disabilities, special educational needs and medical needs their child may have.

For some children a medical or educational need may become apparent after they have joined Eye C of E Primary School or in some cases an existing need may become more serious. It is then vital that good communication between home and school is established, so that reasonable adjustments can be made to allow the child to continue and flourish at school. To support this, parents/carers will be asked to produce any relevant reports such as EHC plans, Nursery reports and consultation notes from outside agencies e.g. Educational Psychologists.

Eye C of E Primary School recognises that children with medical needs and disabilities are entitled to a full education and have the same rights of admission to school as other children. This means school will endeavour to ensure that no child with a medical need or/and disability is denied admission or prevented from taking up a place in school because arrangements for their needs have not been made. The governing body will follow their duty to ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

In exceptional circumstances, after consultation and support with all relevant professionals, if Eye C of E Primary School is unable to adequately meet the needs of a child with a medical need or/and disability, parents will be informed by the headteacher as to the reasons why. School will then support them in obtaining an alternative, appropriate setting.

Throughout this process Eye C of E Primary School will take full account of:

- Specific impairments
- Pupil and parent views
- Advice from teachers
- Advice from outside agencies such as the Sensory and Physical Support Services at Peterborough City Council.

Ongoing Commitments to accessibility:

- Any new building will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.
- When transport for trips is not suitable for a pupil or adult, alternatives will be investigated.
- No pupil will be prohibited from participating in a trip, enrichment or extra-curricular activity due to their needs.
- On school trips risk assessments will make specific reference to any pupils with a medical condition, disability or EHC of SEN.

Accessibility planning

Accessibility plans at Eye Primary School are aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**;
- Improving the **delivery** of the curriculum to pupils who are disabled.
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, facilities and services provided;
- Improving the availability of **accessible information** to disabled pupils;

The school will provide adequate resources for implementing plans and regularly reviews them.

Increasing the extent to which disabled pupils can participate in the curriculum/Improving the delivery of the curriculum to pupils who are disabled:

The curriculum covers teaching and learning and wider provision embracing after school clubs, sporting and cultural activities and school trips. Planning for improved access to the curriculum includes consideration of school and

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classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Monitoring supports the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in sports clubs.

Improving the physical environment of schools:

The physical environment includes steps, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), doors, gates, toilets facilities, lighting, heating, ventilation, floor coverings, signs, room decor and furniture.

Improved access in our buildings can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.

Physical aids to access education cover IT equipment, desks, chairs, writing equipment, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and aids for children with motor co-ordination.

Concerns or complaints

Eye C of E Primary School has an internal complaints procedure which starts by asking parents to raise any concern with their child's class teacher or phase group leader, then the Assistant Heads/Deputy Headteacher. If the complaint remains unresolved then a meeting with the Head Teacher will be arranged. If the matter remains unresolved the complaints will then be looked at by the governing body at the request of the parent/carer.

Also available for support is Disabled Rights (www.gov.uk/rights-disabled-person/overview) or the Equality Advisory Support Service (Tel: 0808 800 0082) which provides a confidential help line and a conciliation service.

The School also recognises that disabled pupils or those with special educational needs may be at risk of being bullied. The School has an Anti-Bullying Policy and a Positive Behaviour Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. A copy of this policy is available on the school website.

The Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility policy and plan will be agreed and ratified by Governors in September 2025 and available on the school website. The policy and plan will next be reviewed in September 2028 or before if need arises.

Linked Policies

School Development Plan
SEND Policy
Equal Opportunities Policy
Admissions Policy
Curriculum Policy
First Aid/Medicines Policy

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Accessibility Plan – September 2025-September 2028

Priority Area	Actions	Timescale	Responsibility	Success Criteria
Curriculum Access	Staff training on inclusive teaching, Universal Design for Learning (UDL), and neurodiversity.	Annual (Autumn term)	SENDCO / SLT	All staff demonstrate inclusive strategies Lesson drop ins show adaptations positive pupil outcomes.
	Review curriculum resources for accessibility (visual clarity, reduced cognitive load, diverse representation).	Termly	Subject Leaders	Evidence of adapted resources Ccurriculum reviews show accessibility improvements.
	Embed use of assistive technology (text-to-speech, voice-to-text, screen readers, captions).	Ongoing	ICT Lead / SENCO	Pupils using tools effectively improved access and independence.

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Physical Environment	Ensure school trips, clubs, sports and performances are fully inclusive.	Ongoing	EVC / SLT	All pupils participate in extracurricular activities with adjustments in place.
	Annual accessibility audit of buildings, grounds and facilities.	Annually (Summer)	Site Manager / Head Teacher	Audit completed, actions implemented; improved accessibility each year.
	Maintain accessible toilets, entrances and circulation routes.	Ongoing	Site Manager	Facilities remain accessible; no reported barriers.
	Continue to monitor and develop sensory-friendly spaces for regulation and wellbeing.	Review termly	SENDCO / SLT	Sensory spaces available and used positively by pupils.
	Update emergency evacuation procedures to account for all pupils/staff (PEEPs in place).	Annual review	Headteacher / Site Manager	PEEPs reviewed and tested; inclusive evacuation drill outcomes.

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Information & Communication	Provide information to parents/carers in accessible formats (large print, audio, easy read).	Ongoing	Office Manager	Requests for alternative formats fulfilled promptly.
	Audit and update school website to meet WCAG 2.1 AA standards.	Annual (Spring)	ICT Lead/Office Manager	Website accessibility compliance confirmed.
	Train staff to produce accessible documents (alt text, captions, plain language).	Annual	ICT Lead / SLT	Documents checked are compliant; fewer accessibility complaints.
	Parent/carer survey on communication accessibility.	Every 2 years	SLT / Governors	Feedback shows high satisfaction with communication accessibility.
Training & Culture	Annual CPD on SEND, accessibility, trauma-informed practice and emotion coaching.	Annual	Headteacher / Pastoral Lead/ SENCo	Staff confidence rises (survey); improved pupil wellbeing outcomes.

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Monitoring & Leadership	Governors receive training on Equality Act and Accessibility Duties.	Every 2 years	Clerk to Governors	Governors evidence knowledge of duties in meetings and monitoring visits.
	Accessibility Plan progress reported to Governors termly.	Termly	Headteacher	Governors' minutes evidence scrutiny and progress.
	Full review and new Accessibility Plan produced.	Every 3 years (next due 2028)	Governing Body	Updated plan published; statutory duty met.

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