



Grimoldby Primary School

Accessibility Policy

- 1) Date of Approval: February 2026
- 2) Date for Review: February 2027

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1) Statement of Intent

At Grimoldby Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to, *'being the best that they can be'*.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. This plan outlines how we are committed to increasing access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 – the curriculum, physical environment and information.

2) Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998 (Including Article 8 – Right to respect for private and family life & Protocol 1, Article 2 – Right to Education)
- Education and Inspections Act 2006
- Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Education Act 1996

- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

3) Introduction

- The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.
- Schools and Local Authorities have to carry out accessibility planning for pupils with disabilities. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.
- Our school's accessibility plans are aimed at:
 - Increasing the extent to which pupils with disabilities can participate in the curriculum
 - Increasing the physical access of the school and its grounds for pupils with disabilities
 - Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters.

4) Definition of Disability

- The UK government defines disability as: *'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'*
- 'Substantial' means more than minor or trivial – eg: taking longer than it normally would to complete a daily task such as getting dressed in a morning.
- 'Long term' means 12 months or more – eg: a breathing condition that develops following a lung infection.

5) Duties on the School

- The school has a duty to not discriminate against pupils and adults with a disability for a reason related to their disability.
- The school has a duty to make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

6) Roles and responsibilities

The governing body will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.
- Ensuring all governors receive regular updates on equality at induction.
- Making reasonable adjustments for disabled children and young people as required under the Equality Act 2010.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Ensuring staff understand how to identify and remove barriers to achievement for pupils through effective curriculum design and reasonable adjustments.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Where appropriate, working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- Ensuring the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Facilitating, and if appropriate conducting, a neurodiversity audit to ensure that all pupils are supported regardless of a formal diagnosis.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) Working with Disabled pupils

- a) We aim to maintain a good level of staff awareness of Equalities legislation.
- b) We monitor the presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- c) We set high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

- d) We monitor the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, timetabling, anti-bullying policy, school trips and teaching and learning.
- e) We aim to provide an appropriate physical environment, curriculum and ways in which information is provided for disabled pupils.
- f) We embed a culture in which early and accurate assessment of pupils' needs is prioritised.
- g) We use information from assessment to implement a continuous cycle of planning, actions and review to reduce barriers.

8) Communication with Parents

- a) In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.
- b) We recognise that children with SEND can face additional safeguarding challenges both online and offline, and that additional barriers can exist when recognising abuse, neglect and exploitation in this group.
- c) We recognise that communication barriers can exist and will put measures in place to support parents in accessing information.

9) Accessibility Plan

- a) The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to our school within a given timeframe. It will anticipate the need to make reasonable adjustments to accommodate their needs where practicable after taking into account pupils' disabilities and the preferences of their parents.
- b) An access audit will be undertaken by the governing body, Headteacher and SENDCO every year. The audit will cover the following three areas:
 - Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
 - That leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.
 - That leaders work closely with parents, taking their views into account and making best use of their knowledge of their children.
- c) When conducting the audit, the governing board will consider all kinds of neurodiversity, disabilities and impairments, including, but not limited to, the following:
 - Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - Visual disabilities – this includes those with visual impairments and sensitivities
 - Auditory disabilities – this includes those with hearing impairments and sensitivities
 - Social, emotional and mental health needs
 - Speech, language and communication needs
 - Specific learning difficulties (e.g. dyslexia, dyspraxia)
- d) The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- e) It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

10) Admissions

We will act in accordance with our Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

We strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, have appropriate access to all opportunities available to any member of the school community.

We obtain information on future pupils in order to facilitate advanced planning. Prospective parents of pupils with SEND, may be invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

11) Physical environment

- a) We have a toilet that is large enough to accommodate a toilet and washbasin, and space for a child, wheelchair and up to two adults. We do not have a hoist.
- b) Our school is all on one level and fully accessible for both adults and children who use powered wheelchairs (with the exception of an upstairs office in the EYFS area).
- c) The playground is fully accessible with no steps, other than one step into the outdoor shelter.
- d) The doorways are wide and the main office door can be held back with a latch.
- e) Furniture is moveable and classroom layouts are regularly adapted to be fit for purpose.
- f) A disabled parking space is available in the school car park.

12) Digital Accessibility

- a) We recognise that accessibility requirements extend to digital content and online learning platforms.
- b) We will make reasonable adjustments to ensure disabled pupils can access digital learning materials and online resources.
- c) Where pupils require assistive technology to access learning, this will be provided and staff will be trained in its use.

13) Access to the curriculum

- a) The curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.
- b) Staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs. Reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted and effective in reducing barriers; adaptations focus on pupils' long-term success rather than short-term fixes.
- c) Depending on the impairments of our disabled pupils, planning specific staff training will improve access to the curriculum.
- d) Purchasing specialist equipment will increase access to the curriculum for disabled pupils.
- e) Access to school visits can be problematic for some disabled pupils and, therefore, investigating accessible venues and transport providers is essential.

14) Access to written information

- a) We may need to use differentiated font size and page layouts to support pupils with visual impairments.
- b) Content that requires users to complete an action (such as online forms or payments) meets accessibility standards.
- c) We make reasonable adjustments for disabled people when needed, including providing information in alternative, more accessible formats.

15) Monitoring and Evaluation

- a) The accessibility plan will be monitored termly by the SLT.
- b) The school will quickly identify any areas of difficulty that pupils may have and take action to remove barriers to allow pupils to achieve.
- c) Information about how the school meets accessibility requirements is published on the school website.
- d) The governing body will review the effectiveness of the accessibility plan and progress against targets annually and update it as needed.



Grimoldby Primary School Accessibility Plan

Target	How will it be achieved?	Timescale	Outcome	Review Date
Increasing access for disabled pupils to the curriculum				
To ensure that all staff members are able to meet the needs of children with a range of identified and unidentified SEND.	Regular training provided by SENDCO and other professionals as necessary. Neurodiversity audit to ensure the learning environment meets the needs of all pupils.	Ongoing	All children with have the same access to the curriculum through appropriate adaptations.	Autumn 2026
All pupils are able to participate in after school clubs or off-site activities/trips regardless of their additional needs.	Additional risk assessments and a higher pupil: adult ratio	Ongoing	Pupils with disabilities will actively participate in clubs	Summer 2026
To ensure all digital learning materials and online platforms are accessible to pupils with disabilities.	Audit of current digital resources for accessibility Purchase of assistive technology where needed Staff training on creating accessible digital content Regular review of accessibility of new digital tools	Ongoing	All pupils can access digital learning materials with appropriate adjustments in place.	Summer 2026
Improving access to the physical environment of school				

To have wheelchair access in and out of the Year 5 and 6 classrooms	Mobile ramps to be sourced and mounted adjacent to exit points	Under Review pending need	To allow emergency exit from Year 5 and 6 classrooms	Annually, depending on need
To ensure that all stakeholders can access the school environment when attending meetings.	Rearrange furniture as necessary or use an appropriate room.	Ongoing	All stakeholders will be able to attend meetings in school	Ongoing, depending on need
Improving the delivery of written information				
To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Use of class iPads and Bluetooth keyboards to read text or reading pens. The use of more accessible fonts, sizing on documents and use of coloured paper or overlays.	Ongoing	Reasonable adjustments as referred to on IPPs will be in place. Monitoring will reflect this.	February 2027
Ensure that parents and staff know that all statutory documents and policies are available on the school website so that an electronic reader can be used as required.	Inform parents on website Update/remind staff when documents or policies are sent out or reviewed. Provide staff and parents with iPads to use during staff training or meetings to enlarge text or read text to them.	Ongoing	Staff and parents will be able to access all documents used	Autumn 2026