Temple Ewell Church of England Primary School

Accessibility plan 2026-2028

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 3
4. Monitoring arrangements 5
5. Links with other policies 5

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school FAITH values promote and support our inclusive community: Forgiveness, Acceptance, Inspiration and Hope. Our school community is one which celebrates and nurtures the individual. We make reasonable adjustments to enable all members and stakeholders of our school community to have fair access and opportunities. We have held Inclusion School Flagship Status since 2017 (IQM). This rigorous progress of review and assessment involves ongoing evaluation. A requirement of this status is engagement with other settings including specialist provisions to extend our experience, knowledge and understanding of provision for a wide range of disabilities, barriers and differences.

Our school is committed to ensuring all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school supports any available partnerships to develop and implement the plan. We work closely as required within our Community of Schools, Provision Resource Group (including STLS), Local area SEN Inclusion Advisors, Aquila MAT SENCO forum and Inclusion reviews, Educational Psychology, Community Pediatrics, NELFT, Speech and Language, Occupational Therapy, etc.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils • The curriculum is reviewed to make sure it meets the needs of all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs	Inclusion Manager to provide termly update staff training in additional needs and disabilities	Staff meeting time 6x year	Ms. S O'Connor (Inclusion Manager)	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) 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: • High visibility markings on steps to classrooms • Ramp available • Alternative arrangements for entry into school • Use of outdoor spaces for teaching and learning	To carry out a full investigation into accessibility of the physical environment to enable all members and stakeholders improved access	Audit accessibility of the site against specific needs	Mrs Matthews (Headteacher) Ms O'Connor (Inclusion Manager) Mr Kerchey (Caretaker) Mrs Castle and Ms Hall (SEND Governors) School Council (Pupils)	July 2028	
Improve the delivery of information to pupils and stakeholders with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial and print resources • Makaton • Pictorial or symbolic representations including whole school use of visual timetables	To review and develop home/ school communication	Audit home learning books, newsletters and use of social media to review whether we are supportive of pupils and stakeholders	Mrs Matthews (Headteacher) Ms O'Connor (Inclusion Manager) Mrs Church and Mrs Allen (Office staff) School Council (pupils)	July 2028	

4. Monitoring arrangements

This plan will be reviewed at least every two years, and following any concerns and/or updates to national/local guidance or procedures. All stakeholders will be engaged in the review.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Young Carers
- Mental Health and Emotional Well Being Policy
- Behaviour Policy