Accessibility plan

Slater Primary School

Approved by:	Rehana Miah	**Date:**	September 2026
Last reviewed on:	September 2026		
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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.

Slater Primary School is an inclusive school. It is based in the center of the city and caters for mainstream pupils from the ages of 4– 11. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

Children at Slater are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We aim to promote an ethos of care and trust where every member of our school community feels that they valued. We work hard to ensure there are no invisible children here, recognizing everyone's uniqueness and success. We recognize learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

The school is a small Victorian building near the city center. There are two floors, the hall is upstairs, the toilets are on the ground floor. There is no lift or wheelchair access and no disabled toilets.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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.

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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.

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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 REQUIRED/ WHEN/ WHO
Increase access to the curriculum for pupils with a disability and/or special educational need.	• Our school offers a differentiated curriculum that is adapted for all children. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • TAs deployed and appointed to support children where needed • All pupils encouraged to take part in music, drama and physical activities. • School visits are accessible to all pupils, regardless of attainment or impairment. Extra curricular activities are planned to ensure accessibility for all pupils.	• Teachers and TAs have the necessary training to teach and support pupils with learning disabilities. • Teachers are encouraged to use flexible grouping to allow children to access learning. • Teaching is adapted to suit the needs of all learners all of the time. • Classrooms are optimally organized to promote the participation and independence of all children. • IT equipment to be adapted as and when necessary.	• Whole school training on adaptive training throughout the year. This will include information on flexible grouping. DS • Ongoing SEN surgeries to support teachers with setting targets and adaptive teaching – Spring Term DS • TA deployment reviewed regularly – DS/RM • SENCo to spend more time in classrooms to monitor adaptive teaching and to support teaching staff DS – ongoing

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS REQUIRED/ WHEN/ WHO
Improve and maintain access to the physical environment	• The environment is adapted to the needs of pupils as required. • When there is a need children have access to wobble cushions, ear defenders, fiddle toys to support their learning and focus.	• Adapt the environment where possible to the needs of children at the school. • Consider the movement of year groups to classrooms that will aid the access of a particular learner. • Teachers are asked to use natural-coloured backgrounds on the interactive whiteboard to avoid stark white backgrounds with black writing. • Ensure that classrooms are kept organized and tidy.	• SEND memo of expectations created and shared to include expectations about the environment. DS Aut term • SENCo to spend more time in classrooms to monitor environment and support teachers in creating a calm, organized classroom. DS ongoing
Improve the delivery of information to pupils with a disability	• All classrooms use visual timetables and some children have personal timetables. • Visuals are used across all classrooms to aid learning.	• The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	School reviews use of Widget to aid consistency of symbols to be used across the school. DS

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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school's Inclusion Lead

It will be approved by headteacher.

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