Eskdale Junior

Accessibility plan

Approved by:	P&P Committee	**Date:**	Dec 26
Next review due by:	Dec 27		

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

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. We are committed to creating an inclusive school where all pupils, regardless of disability, special educational needs, medical needs or additional barriers to learning, are able to participate fully in school life, achieve their potential and develop independence. We recognise our duty to identify and remove barriers to participation through reasonable adjustments, adaptive practice and inclusive provision.

Eskdale Junior is a school with high expectations of all stakeholders and is defined by its core values and ethos, specifically '*self-discipline'* and '*take care*' when addressing equality. We believe that each person should be treated fairly and with respect at all times nurturing both academic and personal development.

Paper copies of this plan 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.

We have included a range of stakeholders in the development of this accessibility plan.

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 disabled pupil faces in comparison with non-disabled pupils. 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 RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	• 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 ensure it meets the needs of all pupils • Adaptive teaching is the first response to meeting additional needs. • Staff use Universal Provision and Ordinarily Available Inclusive Practice. Learning environments are designed using inclusive principles. The school implements Ordinarily Available Provision and follows a graduated approach of assess, plan, do and review to ensure barriers to learning are identified and	Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils Exploration of Pivats to inform focus targeted support across the curriculum for SEND learners	SENDco (JB)	26/27	Assessment data informs teaching and learning. Improved adaptation to the delivery of curriculum content to meet current and emerging needs. IEPs have a sharper focus on current areas for support and next steps.

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	addressed at the earliest opportunity.					
Strengthening adaptation		Adaptations to the curriculum to meet the needs of individual learners	Timetable adaptations Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books Implementation of individual/group interventions eg Fun Fit	SENDco (JB)	Ongoing-in response to pupil need	Support for pupils improves. Better access for support for both academic and physical access to curriculum content

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is reviewed to ensure that the needs of pupils are met as required. This including, but not limited to: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Develop ongoing checklist toaddress maintenance issues relatingto accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff.	SENDco (JB) School Business Manager (RA0 Headteacher (RS)	Ongoing	People with disabilities can move safely around the school. People with disabilities can move unhindered along exterior pathways
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes but not limited to: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations	Ensure that all stakeholders can access written information provided by school	School website contactinformation offers relevant accessibility	SENDco (JB)	Ongoing	All parent/carers will be upto date and well informed of school information.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Maintain inclusive practice	Focus on adaptive teacher Key aspects of impactful inclusive teaching delivered and based on research	Strengthen inclusive practice and adaptive teaching across the school.	Deliver staff training on adaptive teaching, neurodiversity, reasonable adjustments and Ordinarily Available Provision. Review classroom environments to ensure accessibility for all learners.	RS/TD	26/27	Learning environments are increasingly inclusive. Pupils with SEND and disabilities participate fully in learning and make strong progress from their starting points.
Increase participation Beyond the Curriculum	Some vulnerable pupils attend clubs. All pupils are engaged in curriculum enrichment.	Ensure pupils with disabilities and SEND can participate fully in enrichment activities, educational visits, extra-curricular provision and wider opportunities alongside their peers	Design specific opportunity for those pupils with SEND to participate in sport during the school day. Ensure SENd pupils are included in any in house competitions and are supported with entry. Ensure no SEND pupils misses any curriculum enrichment	TD/JB	26/27	Increased numbers of SEND pupils are participating in opportunity across school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve staff awareness.	Staff have a good awareness of the range of needs both in classrooms and across school.	Maintain a programme of professional development to ensure staff understand SEND, disability, neurodiversity, reasonable adjustments and inclusive classroom practice.	Deliver a structured programme of CPD for all staff on SEND, neurodiversity, disability awareness, adaptive teaching and reasonable adjustments. Develop a clear framework that identifies universal, targeted and personalised adjustments available to pupils Establish robust systems for identifying and responding to emerging SEND and additional needs.	JB	26/27	Staff demonstrate confidence in implementing inclusive strategies and reasonable adjustments.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by school's P&P governor committee and ratified by the Full Governing Body

Annual monitoring will include:

- Participation rates.
- Attendance of pupils with SEND.
- Exclusions and suspensions.
- Educational visit participation.
- Attainment and progress.
- Parent and pupil feedback.

Example:

Governors will receive annual reports evaluating the impact of accessibility and inclusion arrangements using participation, achievement and stakeholder feedback data.

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
- Supporting pupils with medical conditions policy
- Information report

RS September 2026