Accessibility Plan
2026-2027

Street Lane Primary School Accessibility Plan

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Academies, including free schools: This policy complies with our funding agreement and articles of association.

At SLPS School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take reasonable steps to take account of people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways
4. Ensure that pupils with a disability do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities We will do this by:
- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

CIJS Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	• INSET records – school and individuals Manual Handling Training • Specialist Assessments- reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies Specific medical training to support • individuals •	Continue to train staff to meet needs of individuals Update Manual Handling Training when required- provided by Rachel Hibbert DCC
Pupils with emotional, social and behavioural difficulties are supported in school	• Lunchtime Supervisor training – lunch workshops EP assessments • Breakfast Club provision for specific pupils • TA support for individuals • Pastoral Support Provision (Mrs Lambley-Parkin) • • Individual records	Maximise number of TAs to support pastorally and in teaching throughout school (as well as interventions)
Classrooms and other are optimally organised for those with disability	• Space is utilised to facilitate group and individual learning space	- Utilise outdoor area and other relevant spaces in school - Ensure personal evacuation plans (PEEP) in place for disabled staff and pupils
Work is differentiated and staff have high expectations of all	• Lesson observations • Learning Walks • Reviews • EHCPs (and support Plans) • Governors' monitoring • Care Plans	continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	• Observations • Learning walks • Book Scrutiny	continuous
All pupils are encouraged to take part in music, drama and physical activities	• Inclusion at extra –curricular clubs, visits and performances	continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	• Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings • SENDCo tracking of progress	SENCo work with class teachers Relevant publications highlighted
Adults and children listened to and needs addressed	• Surveys Survey follow up	

The layout of areas around school allows access to all. Wheelchairs could get about if required	• Ramps are fitted as required The school is a pathway school, so access is available throughout	Ensure that no steps cause an obstruction
Policy	**Evidence**	**Action**
Furniture and equipment selected and appropriate	• Tables and chairs appropriate size Wedges, speaker boards, coloured overlays, triangular grips, IT etc to support individuals Alternative seating available including balance balls, wobble pads, standing desks etc	SENCo to ensure that the equipment is available to all teachers
Accessible toilet facilities adequate	• Disabled access	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Can ask for alternatives	• Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website	Provide additional support for children without the home support
Maximise pupils' awareness of disability	• Through curriculum opportunities • Visitors to school • Assembly Themes	Teachers to ensure a focus on this.