



Accessibility Plan

Debden C of E Primary Academy

Reviewed by: Matt Hawley	November	2023
Shared with staff:	November	2023
Shared with Governors:	November	2023
Review date:	November	2026

I. POLICY STATEMENT

At Debden Church of England Primary Academy, our school vision and values underpin all aspects of school life, including our approaches to preventing and managing instances of bullying. Our school vision is to enable our children to:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Hold happy, positive memories of their childhood.

Central to achieving this vision is providing a safe, caring environment in which all children are given the tools and opportunities to achieve. Our accessibility helps us to achieve this.

2. 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.

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.

3. 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.

This policy complies with our funding agreement and articles of association.

4. ACTION PLAN

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

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the school which remains the responsibility of the governing body. 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.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school asks about any disability or health condition in early communications with new parents and carers. Our school offers a differentiated curriculum for all pupils. 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.	To monitor resources for positive imagery and raising awareness of people with disabilities On-going curriculum review to ensure it meets the needs of all pupils including those with additional needs / disabilities	Continue to review curriculum and associated books are not providing barriers/ creating issues for any children who belong to protected groups Staff awareness raised when ordering new resources Further extend links with people and groups who have	Sarah Bailey	July 2026	Curriculum resources include examples of people with disabilities. The curriculum is adapted to meet the needs of any pupil 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.		specialist knowledge about particular disabilities			
Improve and maintain access to the physical environment	The school asks about any disability or health condition in early communications with new parents and carers. All current pupils, regardless of disabilities, have full access to all teaching areas and outdoor spaces. All current pupils are able to participate in all extra-curricular activities on offer. Extra-curricular trips do not exclude any child based on a disability / health condition. The environment is adapted to meet the needs of pupils as required. This includes:	Continue to monitor the quality of ramps as part of health and safety routines.	Add to monitoring schedules.	Sarah Bailey, Alice Balchin, Jo Arundell and Sally Dale	December 2025	Safe accessible access

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| | <ul style="list-style-type: none">• All main entrances to the school are either flat or ramped and all have wide doors fitted• External contractor checked current ramps for condition and suitability (2020)• The hall is on the ground floor and accessible to all• The school has internal emergency signage and escape routes are clearly marked• The school has internal emergency lighting• Classrooms are all on the ground floor with wide door access. There are also several access points from outside.• Demountable classrooms have wheelchair accessible | | | | | |
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ramps that have recently been repaired.

- Reception, Year 1, Year 2 and Years 3-4 have toilets just off the classroom setting. Years 4-5 and Years 5-6 have toilets within classroom setting.
- Disabled toilet located at the front of the school
- The majority of library shelves at wheelchair-accessible height
- Main reception at wheelchair-accessible height
- Internal and external level changes are highlighted in yellow
- External landings at all fire exits are highlighted

In addition for staff / visitors:

	• Car parking down the side of the school for easier access.					
Improve the delivery of information to pupils / parents with a disability	Our school can draw on a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Physical resources, such as text books rather than on-line resources • Copying resources onto coloured paper • Pictorial or symbolic representations for items such as timetables • Hard copies of any school communication	Use parent questionnaires to ensure that we are meeting the communication needs of all members of the school community regardless of disability.	Specific questions to be added to parent questionnaire. Add specific questions to new starter packs	Sarah Bailey	July 2026	All members of the school community are satisfied with the communication system in place, regardless of any disability they may have.

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| | <ul style="list-style-type: none">• Emergency text/ email option for those unable to access an audio call• Zoom subtitles used during parent consultations, if required• Verbal communication used to support written information, if required. | | | | | |
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5. 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 the governing body.

6. LINKS WITH OTHER POLICIES

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Critical Incident Support Plan
- Fire procedures
- Lockdown Policy
- Risk Assessments
- School Development Plan

Review date: November 2026 or sooner if required.