

# EASTWAY PRIMARY SCHOOL



## ACCESSIBILITY PLAN

Adopted by Governing Body July 2025

Review date July 2028

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## 1. Aims

Eastway 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.

Eastway Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, spiritual, emotional, sensory and cultural needs.

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.

We work closely with multiple agency professionals from a range of services including but not limited to Children with Disabilities Service through SENDLO, Wirral's Local Offer of SEND Services.

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, including pupils, parents/carers, staff and governors of the school.

## 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Ensure all staff are fully aware of individual child needs including their transition through school	<ul style="list-style-type: none"> <li>• Offer a differentiated curriculum for all pupils (Professional development opportunities for teachers on adapting the curriculum)</li> <li>• Use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> </ul>	SENCO Class teachers SLT	Ongoing  Ongoing  Ongoing  Annually	<ul style="list-style-type: none"> <li>• SEN children identified</li> <li>• Child personal plans in place and all staff have access awareness</li> <li>• Personal plans monitored and reviewed</li> <li>• Information transferred with child through school</li> </ul>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Monitor children's results	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Headteacher SLT SENCO Class teachers	Ongoing	<ul style="list-style-type: none"> <li>Interventions monitored</li> <li>Data analysed at regular intervals</li> <li>Regular pupil progress meetings</li> <li>Headteacher/Pupil meetings</li> <li>Progress evidence</li> </ul>
	Trips and visits	<ul style="list-style-type: none"> <li>Review all out of school provision to ensure compliance with legislation</li> </ul>	Class teacher SLT	Ongoing	<ul style="list-style-type: none"> <li>Trips and visits planned to include all children in year group</li> <li>Risk Assessments completed to include individual pupil needs</li> <li>Staffing to be considered to include individual pupil needs</li> </ul>
	Continue to develop children's awareness of disabilities	<ul style="list-style-type: none"> <li>Provide training for governors, staff, pupils and parents</li> <li>Focused PHSE work</li> <li>Assemblies to include disability awareness/overcoming difficulties eg. Alex Staniforth</li> </ul>	PHSE lead Class teacher SLT	Ongoing	<ul style="list-style-type: none"> <li>People with disabilities are portrayed in a positive way</li> </ul>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>• Ongoing - layout of furniture and equipment regularly reviewed</li> </ul>	Class teacher	Ongoing	<ul style="list-style-type: none"> <li>• Learning opportunities are maximised</li> <li>• Access for all children</li> </ul>
	Before/After School Clubs		Sports co-ordinator PE co-ordinator SLT	Ongoing	<ul style="list-style-type: none"> <li>• All children able to take part in after school clubs</li> </ul>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all works completed on the premises reflects the needs of disabled users.</li> </ul>	Headteacher Business Manager Site Manager	Ongoing	<ul style="list-style-type: none"> <li>• All changes to the premises reflect the needs of disabled user</li> </ul>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Evacuation procedure	<ul style="list-style-type: none"> <li>• PEEP for children with specific needs.</li> </ul>	Headteacher Deputy Headteacher SLT	Ongoing	<ul style="list-style-type: none"> <li>• Evacuation procedures indicates provision for children with specific needs</li> <li>• Personal Evacuation Plans in place and annually updated</li> <li>• Timely evacuation tests</li> </ul>
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible.	<ul style="list-style-type: none"> <li>• The school will make itself aware of the services available through the LA for converting written information into alternative formats</li> <li>• Review all current school publications and promote the availability in different formats for those that require it</li> </ul>	Headteacher SLT SENCO Class teachers Admin staff	Ongoing	<ul style="list-style-type: none"> <li>• All information available to parents/carers via the school website</li> <li>• All information available to parents / carers via a paper copy through the school office if requested</li> <li>• School website regularly updated</li> <li>• School website available in different languages</li> <li>• Parents supported with forms and information via the school office and Family Support</li> <li>• External support sourced when required</li> </ul>

#### **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 headteacher. It will be approved by the governing board.

#### **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
- School Development Plan