

# Accessibility plan

Trythall Community Primary School

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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. Trythall Community Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum, notably:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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, including our school council, staff team, parents/carers and the Governing Body.

## 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.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We 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> <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> <li>• Staff supporting children to access the curriculum are trained to identify needs and adapt learning in a timely manner</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can access a broad and balanced curriculum which has been adapted to meet their needs</li> <li>• Pupils have access to a range of resources tailored to their preferred learning style</li> <li>• The graduated cycle is used effectively to set targets that challenge but are achievable.</li> <li>• Curriculum content and coverage is monitored through a triangulated monitoring system</li> <li>• A robust CPD system identifies training needs for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Improve access to visual supports for children (Widget Subscription and training for staff)</li> <li>• Set up a calm space for children who are experiencing sensory overwhelm</li> <li>• Termly reviews of My Plans</li> <li>• Monitor training opportunities</li> </ul>	<p>Nicky</p> <p>Virg and Nicky</p> <p>Nicky</p> <p>Nicky and Emma C</p>	Term 3/4	<ul style="list-style-type: none"> <li>• Widget resources available in all lessons across school</li> <li>• Children use the calm space reducing the number of behaviour incidents reported</li> <li>• Children with My Plans are making progress against their targets</li> <li>• Staff feel confident supporting</li> </ul>

Improve and maintain access to the physical environment	<p>We are aware that the building and grounds could be problematic for stakeholders who have physical difficulties. We will discuss the limitations of the environment before a visit to the school is arranged. We are working with LA to ensure that our environment is as accessible as possible. The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Level access from the EYFS and back playgrounds</li> <li>• Reserved parking spaces</li> <li>• Resources at wheelchair-accessible height</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders can access all areas of the school safely</li> </ul>	<ul style="list-style-type: none"> <li>• Improve storage in the cloakrooms to prevent them becoming too cluttered</li> <li>• When improving the toilets as part of backlog maintenance consider access for users with physical difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Nicky and LA</li> </ul>		Stakeholders with a physical disability can move around the school building and grounds safely
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Soft furnishing to reduce unwanted acoustics</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all stakeholders can receive information in their preferred way.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve access to visual supports for children (Widget Subscription and training for staff)</li> <li>• Coloured paper and overlays</li> <li>• Dyslexia friendly signage and resources</li> </ul>	Nicky	Term 3/4	Everyone will report they feel supported and have the information they need.

## 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 and SEN Governor.

It will be approved by the SEN Governor on behalf of the Governing Body.

## 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