



Accessibility Plan

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Approved	SLT and Governors
Policy Date	Autumn 2025
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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.

At Grand Avenue Primary and Nursery School, we are committed to fostering an inclusive, welcoming environment where every child and adult feels valued, respected, and able to achieve their full potential. Our ethos is underpinned by a belief in equality of opportunity for all, regardless of background or ability.

Core Principles

- **Inclusivity:** We welcome pupils from all backgrounds and celebrate the diversity of our school community.
- **Respect:** We expect all members of our school – pupils, staff, parents, and visitors – to treat each other with kindness, understanding, and respect.
- **High Expectations:** We believe every child can succeed and strive to remove barriers to learning so all pupils can reach their potential.
- **Celebrating Diversity:** Through our curriculum and assemblies, we teach children about different cultures, faiths, and life experiences, preparing them for life in modern Britain.
- **Safeguarding and Wellbeing:** We prioritise the safety, wellbeing, and emotional health of all pupils and take proactive steps to prevent discrimination, bullying, or harassment.
- **Accessibility:** We are committed to making reasonable adjustments so that all pupils, staff, and visitors can access our facilities and participate fully in school life.

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.

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.

At Grand Avenue Primary and Nursery School, we are committed to ensuring that all pupils, including those with disabilities, have full access to a broad and balanced curriculum. Our approach is rooted in inclusion, high expectations, and the belief that every child can succeed.

Aim - Increase access to the curriculum for pupils with a disability

Good Practice at Grand Avenue Primary and Nursery School

1. Differentiated Curriculum

- All lessons are planned with differentiation in mind, ensuring activities, outcomes, and resources are adapted to meet the diverse needs of our pupils.
- Teachers use a range of strategies, such as breaking tasks into smaller steps and providing additional scaffolding, to support pupils with disabilities.

2. Tailored Resources and Support

- We provide resources tailored to individual needs, including assistive technology, visual supports, adapted worksheets, and sensory equipment.
- Support staff work closely with class teachers to deliver targeted interventions, both in and out of class, to help pupils access learning.

3. Representation and Inclusion in Curriculum Content

- Our curriculum resources include positive examples of people with disabilities, ensuring representation and promoting understanding among all pupils.
- Assemblies, reading materials, and RHE lessons highlight stories and achievements of individuals with disabilities.

4. Rigorous Tracking and Assessment

- Curriculum progress is tracked for all pupils, including those with disabilities, using our whole-school assessment systems.
- We use this data to identify gaps and put timely interventions in place.

5. Effective and Appropriate Target Setting

- Individual targets are set that are ambitious but achievable, based on each pupil's starting point.
- These targets are reviewed regularly with pupils, parents, and relevant professionals to ensure progress.

6. Ongoing Curriculum Review

- We regularly review our curriculum to ensure it meets the needs of all learners.
- Feedback from staff, pupils, parents, and external specialists informs adjustments to teaching approaches and content.

AIM - Increase access to the curriculum for pupils with a disability



OBJECTIVES	ACTIONS TO BE TAKEN	PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Expand the Use of Assistive Technology	Audit current technologies and trial new assistive tools (e.g., speech-to-text, reading pens, accessible learning platforms). Offer training for staff and pupils on using these technologies effectively in lessons.	SLT	July 2026	Lesson observations show an increase in effective use of assistive technology.
Increase Representation and Visibility	Review curriculum content to ensure a wide range of disabilities are represented across subjects (e.g., science, history, PE). Celebrate disability awareness events (e.g., World Autism Awareness Week) and invite guest speakers with lived experience to inspire pupils.	SLT and SEN team	July 2026	Pupil surveys show an increase in understanding and positive attitudes towards disability. Displays and curriculum maps reflect diverse disability representation.
Develop Pupil Voice and Co-Production	Gather feedback from pupils with disabilities about their experience of the curriculum through regular surveys, focus groups, or school council meetings. Involve pupils and parents in planning reasonable adjustments and reviewing resources to ensure their needs are directly reflected in curriculum design.	SEN team	July 2026	Evidence of pupil feedback informs curriculum or resource adjustments

Aim - Improve and maintain access to the physical environment

Good Practice at Grand Avenue Primary and Nursery School

We make the following adaptations to support accessibility, based on individual needs and ongoing assessment:

- **Ramps:** Step-free access is provided at key entry and exit points, allowing wheelchair users and those with mobility difficulties to move freely around the school.
- **Elevators:** Lifts are available to ensure access to all floors.
- **Corridor Width:** Corridors are kept clear and wide enough to accommodate wheelchairs and specialist equipment, ensuring unobstructed movement throughout the school.
- **Disabled Parking Bays:** Designated accessible parking spaces are available close to main entrances for visitors with mobility needs. Other parking arrangements are made to accommodate individual pupils and parents.
- **Disabled Toilets and Changing Facilities:** We provide accessible toilet and changing facilities, equipped with appropriate support rails and emergency call systems.



- **Library Shelves at Wheelchair-Accessible Height:** Resources in our library are arranged so that pupils can access books and learning materials independently.

Ongoing Maintenance and Review

- We regularly audit our physical environment to ensure compliance with accessibility standards and identify further improvements.
- Any new building work or refurbishments are planned with accessibility as a priority.
- We consult with pupils, parents, and staff to assess individual needs and respond promptly to requests for reasonable adjustments.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Regular Accessibility Audits	Schedule annual audits of the school environment using an accessibility checklist for individual pupil needs where appropriate, i.e. wheelchair user.	SEN team	July 2026	An accessibility audit is completed at least once per academic year, involving staff, pupils
Sensory-Friendly Spaces	Create quiet or sensory rooms/spaces for pupils who need a low-stimulation environment.	SEN team	July 2026	Pupil and staff feedback indicates that the sensory space effectively helps pupils regulate their emotions and re-engage with learning.
Accessible Playgrounds and Outdoor Spaces	When designing outdoor spaces ensure playground equipment and outdoor areas for accessibility. Include wheelchair-accessible play equipment, smooth pathways and sensory spaces.	SEN team SLT	Ongoing	Outdoor learning and play opportunities are accessible to all pupils. Feedback from parents and staff confirms increased participation of pupils with SEND in outdoor play and activities.

Aim - Improve the delivery of information to pupils with a disability

Good Practice at Grand Avenue Primary and Nursery School

Our school ensures accessibility by:



- **Providing clear internal signage:** All areas of the school are clearly signposted with easy-to-read fonts and symbols. Where possible, we use pictorial signage to support understanding for pupils with SEND or those who have English as an additional language.
- **Supplying large print resources:** We offer learning materials and communications in large print for pupils with visual impairments or those who benefit from larger text.
- **Making braille resources available:** Where required, we can provide key information in braille for pupils who are blind or have significant visual impairments.
- **Including pictorial and symbolic representations:** We use Widgit symbols and visual timetables in classrooms and around the school to aid understanding for pupils with communication needs, including those with autism and other SEND.
- **Adapting digital information:** Our website and digital communications are designed to be accessible, with alt text for images, clear layouts, and compatibility with screen readers.
- **Personalising communication methods:** We work with pupils, parents and carers to understand and meet individual needs, ensuring information is delivered in the most accessible format for each child.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Staff Training on Accessible Communication and Assistive Technology	Ensure all staff are confident in using alternative communication methods, such as Makaton, British Sign Language (BSL), assistive technology settings or Widgit symbols, where relevant. Arrange CPD sessions.	SEN team	July 2026	Staff feedback indicates increased confidence and competence in adapting communication for pupils with SEND. Staff are trained and confident in supporting pupils to use assistive technology. Lesson observations and learning walks evidence the routine use of accessible communication strategies.
Accessible Home learning	Make sure all homework and remote learning resources are accessible, using differentiated formats, audio instructions, and/or captioned videos. Adapt resources using accessibility tools in Word, PowerPoint and learning platforms.	SEN team	July 2026	Pupils with identified SEND receive differentiated resources tailored to their individual needs. Parents and pupils report improved understanding and completion of homework and remote learning tasks.



OBJECTIVES	ACTIONS TO BE TAKEN	PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Create Simplified Documents	Use simple language, clear layouts and pictures to create 'easy read' versions of important information (e.g. behaviour policy and safeguarding policy).	SEN team SLT	ongoing	Pupils with SEND and their parents can access and understand these documents independently

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 governing board.

It will be approved by the governing board.

5. 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 (SEN) information report and policy
- Supporting pupils with medical conditions policy