



Intack Primary School: Accessibility Plan Policy

Policy Status: Final.

Date of Creation: 9th October 2025

Date of Review: January 2028

Reviewer: Headteacher and Governors' Committee

Next Review Date: January 2028

1. Introduction

This Accessibility Plan outlines Intack Primary School's commitment to providing an inclusive environment for all pupils, staff, parents, and visitors, with a particular focus on disabled individuals as defined by the Equality Act 2010. This policy aims to ensure that disabled pupils have full access to the curriculum, physical environment, and information, enabling them to achieve their full potential. This policy is informed by the principles of the Equality Act 2010 and the OFSTED inspection framework, ensuring that Intack Primary School meets its legal and moral obligations to promote equality and inclusion.

2. Legal Framework

This policy is underpinned by the following legislation:

- **Equality Act 2010:** This Act prohibits discrimination against disabled people and places a duty on schools to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. This includes:
 - Increasing the extent to which disabled pupils can participate in the school's curriculum.
 - Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- **Children and Families Act 2014:** This Act sets out the framework for special educational needs and disability (SEND) support.



3. Purpose of the Accessibility Plan

The purpose of this Accessibility Plan is to:

- **Increase Participation:** To increase the extent to which disabled pupils can participate in the school's curriculum.
- **Improve the Physical Environment:** To improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- **Enhance Information Delivery:** To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- **Promote Equality:** To promote equality of opportunity between disabled pupils and their non-disabled peers.
- **Meet Legal Requirements:** To meet the school's legal duties under the Equality Act 2010.
- **Inform Planning:** To inform the school's strategic planning and resource allocation.

4. Definition of Disability

Intack Primary School adopts the definition of disability as defined in the Equality Act 2010:

- A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

5. Roles and Responsibilities

- **Governing Body:** The Governing Body has overall responsibility for ensuring that the school complies with the Equality Act 2010 and that the Accessibility Plan is implemented effectively.
- **Headteacher:** The Headteacher is responsible for the day-to-day implementation of the Accessibility Plan and for ensuring that all staff are aware of their responsibilities.
- **Special Educational Needs Coordinator (SENCO):** The SENCO is responsible for coordinating SEND support for disabled pupils and for advising staff on inclusive practises.
- **All Staff:** All staff have a responsibility to promote equality and inclusion and to make reasonable adjustments to meet the needs of disabled pupils.
- **Parents/Carers:** Parents/carers are encouraged to work in partnership with the school to support their child's learning and development.
- **Pupils:** Pupils are encouraged to participate in the development and review of the Accessibility Plan.



6. Implementation Strategies

This Accessibility Plan will be implemented through the following strategies:

- **Curriculum Accessibility:**

- Providing adapted instruction and resources to meet the individual needs of disabled pupils.
- Adapting teaching methods to cater for different learning styles.
- Using assistive technology to support learning.
- Ensuring that all pupils have access to a broad and balanced curriculum.
- Providing opportunities for disabled pupils to participate in extracurricular activities.

- **Physical Environment Accessibility:**

- Ensuring that the school building and grounds are accessible to disabled pupils, staff, parents, and visitors.
- Making reasonable adjustments to the physical environment, such as installing ramps, lifts, and accessible toilets.
- Providing accessible parking spaces.
- Ensuring that signage is clear and easy to understand.

- **Information Accessibility:**

- Providing information in a range of formats.
- Ensuring that websites and online resources are accessible.
- Providing written translations and verbal translations where possible
- Communicating effectively with parents/carers who have communication difficulties.

- **Training and Awareness:**

- Providing disability awareness training for all staff.
- Promoting a culture of respect and understanding.
- Challenging negative attitudes and stereotypes.

- **Individual Support:**

- Developing plans for pupils with SEND.
- Providing one-to-one support as needed (if financially viable to do so).
- Working in partnership with external agencies to provide specialist support.



7. Accessibility Plan Objectives

The accessibility plan will address the following key objectives over time:

- **Short Term (1 Year):**
 - Conduct an accessibility audit of the school building and grounds.
 - Provide disability awareness training for all staff.
 - Review and update the school's SEND policy.
 - Improve the accessibility of the school website.
- **Medium Term (1-3 Years):**
 - Implement recommendations from the accessibility audit.
 - Develop a system for providing information in a range of formats.
 - Improve the accessibility of extracurricular activities.
- **Long Term (3+ Years):**
 - Embed inclusive practises in all aspects of school life.
 - Ensure that all pupils, staff, parents, and visitors feel valued and respected.
 - Continuously improve the accessibility of the school environment and curriculum.

8. Monitoring and Evaluation

The implementation of this Accessibility Plan will be monitored and evaluated through the following mechanisms:

- Regular reviews of pupil progress data.
- Feedback from pupils, staff, parents, and governors.
- Observations of teaching and learning.
- Surveys and questionnaires.
- Analysis of complaints and incidents.
- Annual review of the Accessibility Plan.

9. Review and Revision

This Accessibility Plan will be reviewed and revised annually, or more frequently if necessary, in light of:

- Changes in legislation or guidance.
- Feedback from stakeholders.
- The findings of monitoring and evaluation activities.
- Changes in the school's context.



10. Communication

This Accessibility Plan will be made available to all stakeholders through the following channels:

- School website
- School prospectus
- School newsletter
- Parents' evenings
- Staff meetings
- Governor meetings

11. Related Policies

This Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Equality Policy
- Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy

12. Complaints Procedure

Any complaints relating to the implementation of this Accessibility Plan will be dealt with in accordance with the school's complaints procedure.

13. Contact Information

For any other information please speak to the school SENDC Sarah May.



Key Questions for School Leaders:

- What are our school's core values regarding inclusion and accessibility?
- How does this policy align with our overall school improvement plan and vision?
- How will we communicate this policy to all stakeholders?

Key Questions for School Leaders:

- Are all staff aware of their responsibilities under the Equality Act 2010?
- How do we ensure that we are up-to-date with changes in relevant legislation and guidance?
- Where can staff access information and training on disability awareness and inclusive practises?

Key Questions for School Leaders:

- What are our specific goals for improving accessibility in each of the three key areas (curriculum, physical environment, information)?
- How will we measure the impact of this plan on the participation and outcomes of disabled pupils?
- How will we ensure that the plan is embedded in all aspects of school life?

Key Questions for School Leaders:

- How do we ensure that staff have a clear understanding of the definition of disability?
- How do we identify pupils who may have a disability, even if they have not been formally diagnosed?
- How do we support pupils with emerging or fluctuating disabilities?

Key Questions for School Leaders:

- Are roles and responsibilities clearly defined and communicated to all stakeholders?
- How do we ensure that staff have the necessary skills and training to fulfil their responsibilities?
- How do we encourage collaboration and communication between different stakeholders?

Key Questions for School Leaders:

- What specific actions will we take to improve accessibility in each of the three key areas?
- What resources will be required to implement these actions?
- What are the timelines for implementing these actions?
- How will we monitor progress and identify any barriers to implementation?



Key Questions for School Leaders:

- Are our objectives specific, measurable, achievable, relevant, and time-bound (SMART)?
- How will we prioritise our objectives based on the needs of our pupils and the resources available?
- How will we communicate our objectives to all stakeholders?

Key Questions for School Leaders:

- What data will we collect to monitor the impact of the Accessibility Plan?
- How will we analyse this data to identify areas for improvement?
- How will we use the findings of our monitoring and evaluation to inform future planning?

Key Questions for School Leaders:

- Who will be responsible for reviewing and revising the Accessibility Plan?
- How will we ensure that the review process is inclusive and transparent?
- How will we communicate any changes to the Accessibility Plan to all stakeholders?

Key Questions for School Leaders:

- How will we ensure that the Accessibility Plan is accessible to all stakeholders, regardless of their communication needs?
- How will we promote awareness of the Accessibility Plan among pupils, staff, parents, and governors?
- How will we encourage feedback from stakeholders on the Accessibility Plan?

Key Questions for School Leaders:

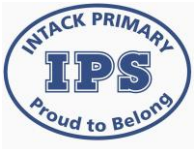
- Are all related policies consistent with the principles of the Accessibility Plan?
- How do we ensure that there is effective cross-referencing between different policies?
- How do we ensure that staff are aware of all relevant policies?

Key Questions for School Leaders:

- Is the school's complaints procedure accessible to all stakeholders?
- How do we ensure that complaints relating to disability discrimination are dealt with sensitively and effectively?
- How do we learn from complaints to improve our practises?

Key Questions for School Leaders:

- Is the contact information up-to-date and easily accessible?



- How do we ensure that staff are available to respond to queries and concerns?
- How do we promote a culture of open communication and collaboration?