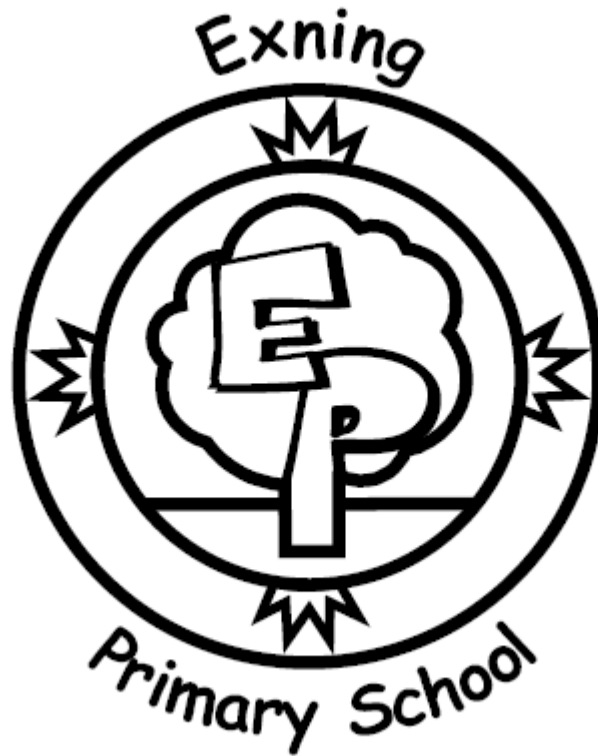


Accessibility Plan



Exning Primary School

Approved by: Primary Excellence Committee

Date: September 2025

Last reviewed on: Autumn Term 2024

Next review due by: Autumn Term 2027

Exning Primary School

Accessibility Policy

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We believe that all children at Exning Primary School should have equal access so that they may have the opportunity to progress and demonstrate achievement. We meet this by planning that meets the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

The plan is 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, this 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, staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>			This objective is ongoing and the responsibility of all teaching staff, to ensure regular appropriate updates.		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities 	To investigate the possibility of providing accessible parking on site; preferably close to the school office.	HT and Govs to investigate the possibility of having a disabled parking bay in consultation with Property Advisor	HT	July 2027	If appropriate, school will hopefully have an accessible parking space for official visitors to the school
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where necessary • Pictorial or symbolic representations 					

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| | <ul style="list-style-type: none">• A range of technology to support accessibility eg ipads, chromebooks, clevertouch boards etc. | | | | | |
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4. 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 Headteacher and Premises Committee

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Only the admin house has more than one storey and any meetings can be held downstairs	None		
Corridor access	All corridors are wide enough to allow for wheelchair access. All fire routes are wheelchair accessible apart from two classrooms.	None		
Lifts	None	None		
Parking bays	None currently available	At present, any disabled official visitors can park on the playground adjacent to the office, as school has very limited parking; HT looking into possibilities available.	HT/Gov	Decision made by July 2027
Entrances	All classrooms and communal areas have accessible points of access	None		
Ramps	No ramps on school site, but all areas with steps have alternative access arrangements.	None		
Toilets	School has four accessible toilets	None		
Reception area	Reception is on ground level with clear access	None		

Internal signage	School has no accessibility internal signage apart from fire safety signs.	None required		
Emergency escape routes	All escape routes bar two are accessible to wheelchairs	Risk assessments and PEEPs will be in place if either of these classrooms host anyone with accessibility issues.	HT/Teacher/ Gov	As necessary