

# East Bergholt CEVC Primary School Accessibility Plan 2025–2028

## Legal Compliance Statement

This plan meets the statutory requirements of Schedule 10 of the Equality Act 2010 and the Department for Education guidance. It addresses the duty to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to increase access
3. Improve the availability of accessible information

## Aims

- Provide an inclusive learning environment where all pupils can thrive
- Eliminate barriers to participation in school life for pupils, parents, staff and visitors with disabilities
- Promote positive attitudes to disability and equality
- Actively involve stakeholders with disabilities in shaping and reviewing this plan

## Information

- This Accessibility Plan has been drawn up to cover the period from September 2025 – 2028
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion
- East Bergholt CEVC Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - a) Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education
  - b) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as all other pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
  - c) Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan below, relates to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. OFSTED will monitor these plans as part of their evaluation cycle
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter
- 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.
- 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.

### 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.

### 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 governing board.

### Improving Access to the Curriculum

Target	Strategy	Timescale	Responsibility	Success Criteria
Ensure all staff working with a child are aware of access needs	Personal learning plans and provision maps; termly review meetings	Ongoing	SENCO	100% of pupils with SEND have up-to-date support plans shared with staff
Review PE curriculum for inclusion	Include disability sports; adapt activities as needed	Annual review	SENCO / PE Lead	All pupils with disabilities take part in PE with adaptations in place
Accessible school trips	Risk assessments include accessibility needs; venues vetted	Ongoing	EVC / SENCO	100% of pupils can attend trips unless medically unsafe
Provide specialist equipment	Assess and supply e.g. pencil grips, visual aids, sensory tools	Termly review	SENCO / Class teachers	Equipment in use; pupil progress and engagement improved
Support access to extracurricular activities	Work with club providers; provide additional support as needed	Termly review	SENCO / After-school staff	100% of clubs accessible to all pupils with support

Target	Strategy	Timescale	Responsibility	Success Criteria
Develop staff understanding of neurodiversity	Annual training on autism, ADHD, anxiety, etc.	Autumn term annually	SENCO / CPD Lead	95%+ of staff complete relevant CPD

### Improving the Physical Environment

Target	Strategy	Timescale	Responsibility	Success Criteria
Identify access needs of all users	Annual audit; access plans for individual pupils	Annual	SENCO / HT	All needs identified and adjustments made
Improve signage and navigation	Use large-print, pictorial, or tactile signage where needed	By Summer 2025	HT / H&S Committee	Signage supports independent access
Maintain clear access and lighting	Daily checks; repaint step edges, maintain lighting	Daily / termly	H&S Committee	Routes clear and visibly marked
Safe evacuation procedures	Personal emergency evacuation plans (PEEPs); drills	As needed	SENCO / HT	100% of disabled pupils and staff safely evacuate
Review fire exits and accessibility	Ensure routes are wide, unobstructed and usable	Daily	All staff / HT	All users can exit independently

### Improving Access to Information

Target	Strategy	Timescale	Responsibility	Success Criteria
Ensure written info is available in other formats	Offer large print, audio, and Easy Read versions	As needed	Office / HT	Info provided in format requested within 5 working days
Digitally accessible documents	All policies and plans posted online in accessible PDF or HTML format	By Spring 2025	Office Manager	Website complies with WCAG 2.1 AA
Provide inclusive parent communications	Offer phone, Teams, and written updates; home visits as last resort	Termly	Teachers / Office	Parents of SEND pupils feel fully informed

### Strengthening Monitoring & Governance

Target	Strategy	Timescale	Responsibility	Success Criteria
Annual plan review and mid-cycle check-in	Mid-year accessibility review meeting	Annual + mid-year	SENCO / SEND Governors	Actions updated mid-cycle; review minutes logged
Stakeholder feedback	Survey disabled pupils, parents and staff annually	Annually	SENCO / SLT	Feedback informs plan updates; results reported to governors

### Monitoring and Evaluation

Plan reviewed by Governing Board every three years (FGB agenda item)

Regular reviews conducted and recorded

Feedback from staff, pupils and families will be used to evaluate the plan's effectiveness Governors will hold the school to account for measurable progress

### Accessibility Plan Availability

Available on school website in accessible format - Paper, Easy Read and alternative formats available on request

### Linked Policies

SEND Policy and Information Report

Equality Statement

Behaviour and Relationships for Learning Policy

Educational Visits Policy

Health and Safety Policy

Supporting Pupils with Medical Conditions Policy

*Reviewed and updated July 2025*