



WEST GRANTHAM

Church of England Primary Academy

ACCESSIBILITY POLICY

Policy	Accessibility Policy
Approved by	Local Governing Body
Date	July 2026
Review cycle	Annual

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2023	Nov	ED	Whole Policy Update
2024	Jan	NS	On page3: <i>Differentiated curriculum</i> was replaced with <i>Inclusive curriculum</i> On page 4: <i>To differentiate resources</i> was replaced with <i>To provide resources for children to access to enable them to flourish</i> <i>Both sites of the school</i> was replaced with <i>Within our school we</i> <i>Both buildings</i> and <i>Both sites</i> were replaced with <i>The building and The site</i> <i>As we move towards our school expansion</i> was removed.
	March	MD	SEN was replaced with SEND throughout the policy
2025	08.06.25	NS	Full Policy Review Pg4- A number of disabled toilets- added Pg 4-5- Roles and Responsibilities added Pg5- linked policies added Pg6- Curriculum information added and monitoring and review section added
2026	21.05.26	NS	Full Policy Review Pg5- Legal Framework added, Pg7- Equal Opportunities and Admissions added

Contents

Statement of intent	3
Introduction	3
Our Mission	4
Accessibility Aims	4
Legal framework	5
Definitions	5
Roles and responsibilities	5
Linked policies	6
Equal opportunities	7
Admissions	7
Monitoring and review	8

Statement of intent

At West Grantham Church of England Primary Academy we believe that everyone is of equal importance and value. We are committed to ensuring that everyone is cared for, both physically and mentally, and are able to make a positive contribution during their time at the academy. Our aim is for all pupils to be able to access their learning in a safe, secure and positive learning environment.

Introduction

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan has three distinct aims. These are 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.

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The plan will be made available online on the school website, and paper copies are available upon request.

West Grantham Church of England Primary Academy 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, staff, governors and members of the Southwell and Nottingham Diocesan Multi Academy Trust (SNMAT).

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 and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be, on our SEND register.

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.

Our Mission

At West Grantham Church of England Primary Academy we aim to provide a safe environment for all of our students to learn and grow; a place where parents, staff and governors feel valued and supported learning from our Christian values of courage, belief, love, ambition and integrity that underpin all that we do. Forgiveness is fundamental to the character of Christianity and God's love. Therefore, we aim to create an open and honest environment where people are encouraged to make mistakes and to learn from them.

Accessibility Aims

- To continue to increase the extent in which disabled pupils can participate in the school curriculum
- To regularly audit students who require SEND support ensuring a fully accessible and inclusive curriculum is available with resources that support learning.
- To continue to provide training for all staff on adaptive teaching
- To provide training to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
- For the SEND team to play an integral support and to work closely with teachers to advise and support staff to ensure that all lessons are accessible to all students
- To provide resources for children to access to enable them to flourish
- To use interactive whiteboards and IT equipment to enlarge text to make it easy for all pupils to read and enable students with SEND to access lessons.
- To use online tools to support students who have a disability or SEND.
- To provide overlays if and when required.
- To provide textbooks with coloured paper if and when required.
- Where necessary training to be provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons.
- Where necessary training to be provided to teachers of pupils with visual difficulties on the use of visualisers/magnifiers that can be used in lessons.
- The SEND team to liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.
- Ensure equal access for disabled pupils to school clubs, visits and extracurricular activities
- Risk assessment and planning of trips to include accessibility references
- To analyse and review extra-curricular activities to ensure inclusion of pupils with disabilities
- To ensure all pupils feel supported and included within the school.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Within our school we have level access to all teaching areas to facilitate movement between classrooms. A number of disabled toilets are accessible in the school. All teaching areas and outside are wheelchair accessible with wide doors and level thresholds.

Measures to ensure that the site is accessible to all:

1. Entry/Exit to/from the school
2. Both reception areas and all the classrooms are low level access and the building is on one level.
3. The school is decorated throughout in light shades.
4. Disabled toilets are available on site.

We will continue to carry out an annual access audit to improve the physical environment of the school.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

Definitions

In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "protected characteristics" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

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

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making
- reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act
- 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Linked policies

This accessibility plan is linked to the following policies and documents:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy

- Academy Development Plan
- Data Protection Policy

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a curriculum to enable all pupils to feel secure and make progress.

The subject leads for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.