

'Igniting young minds today, for a brighter tomorrow'



Accessibility Plan

Policy to be approved by	Board of Trustees
Nominated Trustee	TBC
Policy last reviewed	November 2025
Policy ratified and adopted by Board of Trustees	November 2025
Policy due to review	November 2028

1. INTRODUCTION

1.1 Our School Vision

Our **child-centred** approach shapes children to become happy, curious and confident individuals, nurtured in our **kind, collaborative and inclusive** school.

We **ignite** young minds through an **engaging curriculum**, cultivating their **love of science** by empowering them with extensive knowledge and skills.

We develop our children to be **well rounded, self-aware and respectful** with **high aspirations**, and who strive to change the world for a brighter tomorrow

1.2 Our Legal Duties

Under the Equality Act 2010, we have a duty to:

- Not treat disabled pupils less favourably
- Make reasonable adjustments for disabled pupils to prevent them being at a substantial disadvantage
- Plan to increase access to education for disabled pupils

We need to set high expectations for all pupils (e.g. by setting ambitious targets), quickly identify any areas of difficulty that pupils may have, and remove barriers to allow pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments).

1.3 Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.'

1.4 How This Plan Was Developed

This plan was developed through:

- A Health and Safety audit of our school buildings and grounds- June 2025
 - Review of our curriculum and teaching practices
 - Consultation with pupils, parents/carers, staff and governors
 - Analysis of our current SEND register and pupils needs
 - Review of incidents where accessibility was impacted
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2. CURRENT ACCESSIBILITY PROVISION

2.1 Current Strengths

- Early Years, lunch halls and the sports hall are all located on the ground floor, providing step-free access. These areas do not require ramps due to level access throughout.
- Key Stage 1 is located on the first floor and Key Stage 2 on the second floor. Pupils who require mobility support have access to lifts, enabling safe and independent movement between floors.

- Disabled toilets are available throughout the building, including:
 - Three on the ground floor (two near the main entrance, one near the hall).
 - Two on the first floor (one at each end of the corridor).
 - Two on the second floor (one at each end of the corridor).
- Visual timetables are used consistently from Early Years through to Year 6, supporting pupils with ASD, ADHD, communication difficulties and those who benefit from structured routines.
- Specialist TA support is provided for pupils with SEND, including targeted intervention groups and in-class support.
- Sensory circuits and regulation activities are offered for identified pupils and are available throughout the day as needed to support emotional and sensory regulation.
- Staff receive regular SEND, safeguarding and inclusive practice CPD to strengthen classroom provision.
- Access to the building is step free with dropped kerbs for push chair and wheelchair access
- Three accessible parking spaces are available within the school car park for families or visitors who require it.
- Our building is equipped with a fully accessible lift, which provides step-free access to all floors.

2.2 Current Pupil Profile

- As of November 2025 we have:
 - 66 pupils on our SEND register
 - 11 pupils with Autistic Spectrum Disorder
 - 23 pupils with SEN support but no specialist assessment of type of need
 - 5 pupils with Physical Disability
 - 4 pupils with Social, Emotional and Mental Health
 - 23 pupils with Speech, Language and Communication Needs

3. ACCESSIBILITY ACTION PLAN

The following tables outline our planned improvements across the three key areas required by the Equality Act 2010.

AIM 1: INCREASING ACCESS TO THE CURRICULUM

Action	Rationale/ Current Barrier	Lead Person	Timescale	Success Criteria	Cost	Review Date
Provide training for all staff on dyslexia-friendly teaching strategies	Approximately 10% of pupils may have dyslexia; staff need strategies to support these learners effectively	SENCO	Spring Term 2025	All teaching staff complete training; dyslexia-friendly strategies evident in lesson observations and planning	£500	Dec 2026

<p>Audit and update classroom resources to ensure they're accessible (e.g. large print books, coloured overlays, writing slopes)</p>	<p>Some pupils struggle to access standard resources due to visual stress or motor difficulties</p>	<p>SENCO + Subject Leaders</p>	<p>Spring Term 2026</p>	<p>All classrooms have a range of accessible resources; pupils report resources help them learn</p>	<p>£1,500</p>	<p>November 2026</p>
<p>Implement use of assistive technology (e.g. laptops, tablets, speech-to-text software) for pupils who need it</p>	<p>Some pupils with SEND cannot record their learning effectively without support</p>	<p>Computing Lead + SENCO</p>	<p>Ongoing from Sept 2025</p>	<p>Pupils with identified needs have access to appropriate technology; progress in written work improves</p>	<p>£3,000</p>	<p>July 2026</p>

Review and adapt curriculum planning to ensure all subjects are accessible to pupils with SEND	Need to ensure curriculum is ambitious for all learners and barriers are removed	Curriculum Lead + SENCO	Ongoing from Sept 2025	Curriculum plans show clear differentiation and reasonable adjustments; all pupils access full curriculum	£0 (staff time)	July 2026
Provide training on supporting pupils with communication needs (e.g. visual supports, Makaton, communication aids)	Some pupils struggle to communicate their needs and access learning due to speech and language difficulties	SENCO + SLT	Spring Term 2 2026	Staff confident using communication supports; pupils with communication needs make expected progress	£800	July 2026

Ensure all staff understand access arrangements for assessments and tests	Pupils entitled to access arrangements must receive them consistently	Assessment Lead + SENCO	Autumn Term 2025	All eligible pupils receive appropriate access arrangements; staff understand their responsibilities	£0 (staff time)	Feb 2026
Develop a 'whole-school approach' to supporting pupils with sensory needs	Some pupils are overwhelmed by sensory input in classrooms and around school	SENCO + Site Manager	Ongoing from Sept 2025	Sensory audit completed; sensory-friendly spaces created; pupils report feeling calmer	£2,000	July 2026

This is inline with our statutory duties outlined in: The Equality Act 2010, The Special Educational Needs and Disability (SEND) Regulations 2014, and The SEND Code of Practice.

AIM 2: IMPROVING THE PHYSICAL ENVIRONMENT

Action	Rationale/Current Barrier	Lead Person	Timescale	Success Criteria	Cost	Review Date
Improve signage around school (including visual and tactile signs)	Current signage is text-only and difficult for some pupils/visitors to follow	Site Manager + SENCO	Spring Term 2026	Clear signage with symbols/pictures in place; visitors and pupils can navigate school more easily	£600	July 2026
Create a sensory room/calm space	Lack of dedicated space for pupils who become overwhelmed or need sensory regulation	SENCO + SLT	Ongoing Sept 2026	Dedicated sensory space created and timetabled; pupils use space effectively to self-regulate	£2,000	July 2026

Audit and improve lighting in classrooms	Some pupils with visual impairments or sensory needs struggle with current lighting	Site Manager + SENCO	Spring Term 2026	Lighting audit completed; adjustments made where needed; pupils report improved comfort	£2,500	July 2026
Ensure accessible toilet facilities are well-maintained and appropriately equipped	Current disabled toilet needs updating with changing facilities	Site Manager + Academy Trust Business Lead	Autumn Term 2026	Accessible toilet meets needs of all current and potential pupils; includes changing bench and hoist	£8,000	Dec 2026
Review outdoor play equipment for accessibility	Not all pupils can access current playground equipment	PE Lead + Site Manager	Summer Term 2027	Accessible play equipment installed; all pupils can participate in outdoor play	£10,000	July 2028

Install hearing loop system in school hall	Pupils with hearing impairments struggle to hear in assemblies and performances	Site Manager + Academy Trust Business Lead	Autumn Term 2026	Hearing loop installed and tested; pupils with hearing aids report improved access	£1,500	Dec 2026
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AIM 3: IMPROVING ACCESS TO INFORMATION

Action	Rationale/Current Barrier	Lead Person	Timescale	Success Criteria	Cost	Review Date
Offer all letters and documents in alternative formats on request (large print, audio, different colours)	Some parents/carers have visual impairments or reading difficulties	Administrative Assistant for Procurement, Marketing and IT	Ongoing from Sept 2025	All letters clearly state alternative formats available; parents/carers can request and receive accessible formats	£200/year	July 2026

Ensure school website meets accessibility standards	Current website may not be fully accessible to users with disabilities	Administrative Assistant for Procurement, Marketing	July 2026	Website accessibility statement published; website meets WCAG 2.1 AA standards where possible	£500	July 2026
Provide information in simple, clear language and use visual supports where appropriate	Some parents/carers and pupils struggle with complex written information	All staff	Ongoing from Sept 2025	School communications use plain English; key information includes visual supports; feedback from parents/carers is positive	£0 (staff time)	July 2026
Ensure translation services are available for families who don't speak English as a first language	Some families cannot access information in English	Office Manager + SLT	Ongoing from Sept 2025	Translation services in place; families report they can understand school communications	£1,000/year	July 2026

Use symbols and pictures on key documents and around school	Some pupils and families benefit from visual information	SENCO + Admin team	Spring Term 2026	Key documents include symbols; visual supports evident around school	£300	July 2026
Provide a phone number for parents/carers to call for verbal clarification of written information	Some parents/carers with reading difficulties need verbal support	Office Manager	Ongoing from Sept 2025	Phone number clearly stated on all letters; office staff prepared to provide verbal explanations	£0	July 2026

4. MONITORING AND REVIEW

4.1 Monitoring Progress

This plan will be monitored by:

- **SENCO:** Sonaina Dar & **Academy Trust Business Lead:-** Hardeep Flora joint responsibility for day-to-day monitoring
- **Accessibility Trustee:** TBC
- **Headteacher:** Geraldine Valentin-Coleman - responsible for overall implementation

Progress will be reviewed:

- Termly by the SENCO and Accessibility/ SEND Trustee
- Annually by the Full Board of Trustees
- As part of our school self-evaluation process

4.2 Annual Review

This plan will be formally reviewed and updated annually, or sooner if:

- There are significant changes to our pupil population
- We identify new barriers to accessibility
- There are changes to legislation or guidance
- We receive feedback indicating the plan needs updating

4.3 Success Measures

We will know our plan is successful when:

- All pupils can access the full curriculum
- Our physical environment enables all pupils, staff and visitors to access all areas safely
- Information is available in formats that all members of our community can access
- Pupils with disabilities make expected or better progress
- Feedback from pupils, parents/carers and staff indicates improved accessibility
- There are no complaints related to accessibility that could have been prevented

5. LINKS TO OTHER POLICIES

This accessibility plan should be read alongside:

- SEND Policy
- SEN Information Report
- Equality Information and Objectives
- Admissions Policy
- Curriculum Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy

6. COMPLAINTS

If you have concerns about accessibility at our school, please contact:

- **SENCO:** Sonaina Dar
- **Headteacher:** Geraldine Valentin-Coleman
- **Trustee with responsibility for SEND:** TBC

If you are not satisfied with our response, you can follow our complaints procedure, which is available on our website and from the school office.

7. PUBLICATION

You need to publish how you're meeting these requirements on your website.

This accessibility plan is available:

- On our school website at <https://www.edisonprimary.org/our-school/policies-and-procedures/>
- On our school internal portal under Policies

APPENDIX A: ACCESSIBILITY AUDIT SUMMARY

Date of Audit: [Date] **Conducted by:** [Names and roles]

Physical Environment - Key Findings:

[Summarise main findings from your building audit]

Curriculum Access - Key Findings:

[Summarise main findings from your curriculum review]

Information Access - Key Findings:

[Summarise main findings from your information audit]

APPENDIX B: CONSULTATION SUMMARY

Consultation Period: [Dates] **Methods Used:** [e.g., surveys, focus groups, meetings]

Key Themes from Pupils:

[Summarise feedback]

Key Themes from Parents/Carers:

[Summarise feedback]

Key Themes from Staff:

[Summarise feedback]

Plan Approved by Governing Body: [Date]

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Next Review Date: [Date]