

Palace Wood Primary School

Accessibility Policy and Plan



Written by	Clare Cairns
Date Written	Autumn 2025
Date for Review	Autumn 2028

This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality

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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.

At Palace Wood Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Palace Wood Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

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, this procedure sets out the process for raising these concerns.

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
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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>More representation of people with disabilities in curriculum resources and teaching practice.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Continued work on diversity across all key stages.</p>	Rebecca Tye Clare Cairns	Ongoing
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>	<p>Additional ramps in Oaks.</p>	<p>Amey have been out to measure etc.</p>	Paul Hopkins Rebecca Tye Carmel Parks	July 2025

	<ul style="list-style-type: none">• Some ramps• Lifts in both Acorns and Oaks hall• Automatic opening doors in Oaks• Disabled parking bays• Disabled toilets in most parts of the school• Some widened doors		Amey to do the works (COVID restrictions have prevented this so far).		
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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 Governors.

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
- Inclusion Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	1 but some stair access (e.g. from halls)	Lifts are installed.	N/A	N/A
Corridor access	Automated doors in Oaks	Install automated doors in Acorns if needed.	SENCO to evaluate need.	N/A
Lifts	2 – one in each hall.	None.		
Parking bays	Disabled bay in each car park.	None.		
Entrances	Fully wheelchair accessible.	None.		
Ramps	Some ramps in Oaks, site walk from Local Authority suggested no ramps needed in Acorns.	Further ramps needed in Oaks.	Paul Hopkins Carmel Parks Rebecca Tye	Ongoing.

Toilets	Disabled toilets in EYFS, Year 1 area, Year 3/4 area and Year 5/6 area.	None		
Emergency escape routes	Some ramps in Oaks, site walk from Local Authority suggested no ramps needed in Acorns.	Further ramps needed in Oaks.	Paul Hopkins Carmel Parks Rebecca Tye	Ongoing.