FRONT STREET COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN 2026 - 2028

January 2026

This policy links to articles: 1, 2, 3, 23, 28 & 31.

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Front Street Primary School the Plan will be monitored by the Head Teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Front Street Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

a) The Front Street Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with children, parents, staff and Governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

b) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

c) Front Street Primary School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

d) The Front Street Primary School Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

e) The Front Street Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

f) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

g) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationships and behaviour Management Policy
- Subject Policies
- Equal Opportunities Policy
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy

h) The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

i) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

j) The Accessibility Plan will be published on the school website.

k) The Accessibility Plan will be monitored through the Governor Premises, Health and Safety Committee.

l) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

m) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to children

Our objectives are detailed in the Action Plan below

3. Access Audit

The school was built in 2016. There is a ramp into the school to increase accessibility and our on-site car parking for staff and visitors includes two dedicated disabled parking bays. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is accessible to anyone in a wheelchair or with walking difficulties. The Main entrance features a secure lobby and has been fitted with a low reception hatch. There is a disabled toilet available in the main entrance of the building. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. There is contrast edging and dual height ails on stairs and steps. There are accessible break and dining areas. Within the school there is a private room for the administration of medication and a hygiene room. The school has a list to go from the ground to first floor which is easily accessible. There is also an evac chair for evacuation during fire drill evacuation.

4. Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

	Targets	Strategies	Outcomes	Time	Monitoring and evidence
Short term	1. Staff made aware of accessibility plan. 2. Ensure teachers refer to their Learning Plans and the SEND policy when planning lessons. 3. All Governors to be made aware of need for plan. 4. Identify barriers to access and prepare plan.	1. Highlight issue at a staff meeting. 2. As above 3. Present plan to all Governors	1. Staff aware of document and use it 2. As above 3. Governors aware of plan 4. Barriers identified and plan drafted.	1.Ongoing 2As above 3/4.	1. Staff familiar with documentation. 2. As Above 3/4. Plan agreed by Governors
	Promote equality of opportunities for all children and eliminate discrimination	Review Policy and Objectives 1. Meetings to discuss policy and equality objectives 2. Subject Leaders review policies to ensure equality in all areas 3. No outsiders implemented across school phases 4. School council to revisit bullying strategies.	Equal opportunities and discrimination	January 2026 – Ongoing	Policy Subject Policies Pupil Voice Workbook evidence
	Promote Positive Attitudes	1. Class/whole school assemblies to challenge/reduce	Awareness of discrimination and equal opportunities	January 2026 – ongoing	Planning Pupil Voice

		prejudice and discrimination. 2. Include on a regular basis in PSHE lessons and find links in appropriate topics 3. Discuss issues during Newsround sessions as and when appropriate 4. RE lessons			
	Ensure equal access of information to all children and parents	To ensure that all information is made available in a suitable format within a reasonable time. For example: 1. Translated into appropriate language. 2. Available in large print	Improve the delivery of written information	Ongoing	Parental feedback
	Ensure equality of opportunity is a high priority	Add equality objectives and accessibility plan to Spring Term Agenda each year	To ensure equality objectives and accessibility plan become an annual agenda item at Governing Body Meetings	Spring 26 onwards	Governing Body Meeting minutes

Reviewed: January 2026
Next Review January 2028