

# **Amotherby Primary School**

## **Accessibility Plan**



**December 2025**

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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 Amotherby, we work hard to create a positive and engaging learning environment for all pupils. Through an exciting curriculum offer that openly encourages active participation, it is our aim to ensure that all pupils reach their full potential. We recognise that our community is mostly monocultural and so our curriculum introduces our children to the diverse nature of our nation and the world through topic content and the books that are available to our pupils. We are an inclusive school, where each individual child is celebrated and their achievements recognized.

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.

The school supports any available partnerships to develop and implement the 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:

- Governors
- SENDCO
- Headteacher

## 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 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 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	NOTES
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are</li> </ul>	To identify training for staff so that they are better able to support pupils with additional needs through quality first teaching.	Staff survey to identify areas of training required	SENDCO	February 2026	
			Access NYES and SEND support to identify quality providers	SENDCO	July 2026	
			Identify staff where the training would be most effective e.g. based on needs of pupils and class	SENDCO	February 2026	
		Ensure that a whole school provision map is in place and updated annually.	Whole school approach to provision decided upon and communicated to staff	SENDCO	July 2026	

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	<p>appropriate for pupils with additional needs</p> <ul style="list-style-type: none"> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>		Staff have put provision for specific pupils in place and	SENDCO	July 2026	
			Periodic monitoring of the provision in place is timetabled.	SENDCO	July 2026	
		Develop a file and identify resources required, to support staff in identifying additional needs in pupils e.g. dyslexia, dyspraxia, sensory, speech, hearing, SEMH etc.	Relevant resources to be sourced that will help identify specific needs in pupils.	SENDCO	July 2026	

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Improve and maintain access to the physical environment	<p>Explain your school's approach here.</p> <p>Example:</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Wide corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• School is single level and so accessibility remains good</li> </ul>	Ensure areas other than the playground are accessible e.g. field, back of school, forest area	Area of wasteland to be developed into an additional playing area for wellbeing	Headteacher and PE subject leader	July 2026	
			Forest area to be redeveloped and accessibility to be considered in plans	Headteacher and subject leader	July 2026	
			Uneven paving slabs to be marked with yellow paint	Caretaker	Ongoing	
		Access to Year 6 classroom to be considered and made accessible.	Seek options for accessibility ramp to the Year 6 classroom.	Headteacher/ Office manager	September 2026	

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		Ensure resources are readily available e.g. wobble boards, sloped writing boards, pencil grips etc.	Identify resources required	SENDCO	Ongoing	
Improve the delivery of information to pupils with a disability	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Improve information sharing between school and home	Adapt admissions form to ensure it asks if adaptations to routine information are required e.g. large print newsletter etc.	Headteacher/ Office Manager	April 2026	

## **. 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 body

## **5. Links with other policies**

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

- Risk assessments
- 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

Approved by Governors	December 2025
Date	December 2025
Review Date	December 2026