

Amport CE (Aided) Primary School



Accessibility Plan

COURAGE COMPASSION RESPECT

Approved by:	Anna Dixon-Green	Date: November 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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Amport CE (Aided) Primary 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.

The aims and values of our school are about inclusivity; they reflect and inform our vision statement and are embedded in the life of the school community. We welcome all children to our school regardless of any disability.

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.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Amport school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Teaching Staff adapt plans to ensure children’s needs are being met and supported as necessary</p> <p>Resources will be adapted to meet individual needs</p> <p>Subject Leaders and books from SLS will ensure resources include examples of people with disabilities</p> <p>Progress tracked on Insight for all children across all subjects</p> <p>Teaching staff will set effective targets with guidance from SENDCo</p> <p>Teaching staff will ensure that individual needs will be identified and met effectively with support and guidance from SENDCo</p>	<p>All Staff and SENDCo</p> <p>All Staff and SENDCo</p> <p>Subject Leaders</p> <p>Teachers – monitored by SLT and SENDCo</p> <p>All Staff and SENDCo</p> <p>All Staff and SENDCo</p>	All actions are ongoing	<p>The curriculum is adapted and differentiated to meet the needs of all pupils</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Hand rails, ramps etc as required for public access and for children as required to be checked and discussed during annual review with property services.	HT SLT	Ongoing	The environment at Amport CE (Aided) Primary School is adapted to the needs of pupils as required.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Continue close liaison with outside agencies and feeder nurseries to ensure school is aware of future needs of pupils.</p> <p>Continue to monitor areas on our school communication friendly inclusive classroom checklist</p>	<p>Review annually to ensure communication methods continue to be accessible</p> <p>Continue to work with feeder nurseries and information is passed across to ensure school is aware of the needs of individual pupils</p> <p>Continue to use Learning Walks to monitor features of our school communication friendly inclusive classroom checklist</p>	<p>HT SLT and SENDCo</p> <p>EYFS Lead SENDCO</p> <p>HT SLT and SENDCo</p>	Ongoing	<p>The delivery of information meets the needs of all children</p> <p>Transition is effective and children settle well in their new environment</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher

It will be approved by the Governing Body

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy