



Charles Saer Community Primary School

Accessibility Policy 2025 – 2026

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.

Charles Saer Community Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

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.

We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our 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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the curriculum			
Targets	Strategies	Responsibility	Success Criteria
Ensure all staff have specific training on disability issues Ensure all staff are aware of the needs of a child in regard to the curriculum	Regularly update training needs for staff.	SENCo/Headteacher	All staff are aware of individual needs and adapt the curriculum appropriately.
All school visits and trips to be accessible to all pupils	Before booking a trip ensure that the venue and means of transport are checked for suitability.	EVC/SENCO/Class teacher	All pupils are able to access all school trips and take part in the activities on offer.
Ensure PE curriculum is accessible to all pupils	Review curriculum to include disability sports where appropriate.	SENCo/PE lead	All children have access to PE. Children are supported by an additional adult if needed to enable them to succeed.
Curriculum planning ensures that it addressed disability issues	Include through the curriculum specific reference to disability equality and reflect on how it impacts on children's lives	SENCo/DHT	Full curriculum where disability issues are explored and addressed

Ensure disabled children have equal opportunity to take part in lunchtime and after school club activities.	Discussion with staff running clubs and how they can be adapted. Where necessary it may require an additional adult for support	SENCo	Disabled children feel able to participate equally in out of school activities
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