

# **ACCESSIBILITY POLICY**



## **Alexander McLeod Primary School**

**Updated: July 2026**

**Date of review: September 2027**

This plan outlines how Alexander McLeod Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 and is based on current legislation and the requirements as specified in Schedule 10. The plan is made available online on the school website, and paper copies are available upon request.

School Governors are accountable for ensuring their implementation, review and reporting on the progress of the Accessibility Plan. The governing board also recognises its responsibilities towards employees with disabilities and will:

- Undertake reasonable adjustments to enable staff to access the workplace and ensure that they are provided with appropriate support and provision.
- Ensure that individuals with disabilities are provided with equal opportunities through monitoring recruitment procedures.
- Provide for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## **Aim**

A person is regarded as having a disability under the 2010 Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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'.

This plan aims to:

- Increase the extent to which pupils with disabilities can access and participate in the curriculum.
- Improve the availability of accessible information to pupils with disabilities.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The head teacher and other relevant members of staff.
- Governors.
- External partners. This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## **The accessibility audit.**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. This includes the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment that may assist pupils.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers and plan to add specialist facilities as necessary.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. It will also assess the delivery of written information to pupils, staff, parents and visitors with disabilities.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia
- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

The findings from the audit will be used to identify actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

### **The Plan**

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and Governors. The school supports any available partnerships to develop and implement the plan.

## 1: Curriculum

| Issue                                                                                                             | What                                                                                                                                                                                                                | Who                                                           | When                                                                           | Desired outcome                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To review accessibility of current curriculum for all learners.                                                   | Audit of the curriculum<br><br>Training for teachers on differentiating the curriculum for disabled children                                                                                                        | Curriculum lead<br>Teachers<br>Inclusion Lead<br>SENCO<br>SLT | Half termly<br><br>As required                                                 | Leadership and teaching staff are aware of accessibility gaps in the curriculum. Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum |
| Supporting the individual needs of pupils with identified SEN                                                     | Learning support meetings to take place to assess and address pupil needs.                                                                                                                                          | SENCO<br>Inclusion Lead                                       | Plan, Do, Review meetings scheduled throughout the year<br>Annual EHCP Reviews | Pupil needs reviewed, addressed and targets set.                                                                                                                                                             |
| All out-of-school activities are planned to ensure the participation of all pupils.                               | Specific needs of pupils with SEND are incorporated into the planning process e.g. additional support, maps, mobility support etc.                                                                                  | Inclusion Lead<br>Class Teachers                              | Half - termly                                                                  | All out of school activities will be conducted in an inclusive environment that comply with all current and future legislative requirements.                                                                 |
| Ensuring specific adaptations are made for pupils to promote to the participation and independence of all pupils. | Assistive technology utilised in class and interventions, where applicable to remove barriers to learning e.g. audio pen readers and visualisers. Also, use of mat laminating pouches and increasing font size etc. | Class Teachers<br>Inclusion Lead & SENCO                      | Daily<br>Half-termly monitoring                                                | Pupils with SEND can fully access all lessons and demonstrate independence in learning.                                                                                                                      |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils.         | Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.                                                                                           | Class Teachers<br>Inclusion Lead & SENCO                      | Daily<br>Half-termly monitoring                                                | Pupils with SEND are able to fully access the classroom and equipment in order to support their learning.                                                                                                    |
| To ensure that pupils are well supported to develop independence                                                  | Learning aids to be produced/supplied                                                                                                                                                                               | SENCO<br>Class Teachers                                       | Ad hoc                                                                         | Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils                                                                  |
| Gaps in learning                                                                                                  | Intervention training for support staff                                                                                                                                                                             | SENCO<br>SLT                                                  | As required                                                                    | Support staff able to work with increased knowledge and provide appropriate resources for pupils                                                                                                             |

|                                                            |                                                                            |              |             |                                                                                             |
|------------------------------------------------------------|----------------------------------------------------------------------------|--------------|-------------|---------------------------------------------------------------------------------------------|
| Meeting the individual needs of pupils with medical needs. | Staff trained to meet individual medical needs of pupils where applicable. | SENCO<br>SLT | As required | Staff will have relevant training for specific needs, as required e.g. Epi Pen and diabetes |
|------------------------------------------------------------|----------------------------------------------------------------------------|--------------|-------------|---------------------------------------------------------------------------------------------|

## 2. Physical environment

| Issue                                                            | What                                                                                                                                                                                                                             | Who                                        | When                                                          | Desired outcome                                                                                                              |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Pupil Mobility around the school                                 | Assess annually depending on needs of pupils e.g. move year group to lower floor should pupils not be able to access classrooms higher floors.<br>All staff to be aware of mobility and H& S issues for specific pupils.         | Inclusion lead & SENCO<br>Premises Manager | Half-termly reviews<br>Combine with health and safety reviews | Pupils are able to independently access their classroom and wider learning environments.                                     |
| Visitor mobility – gaining access to the school reception        | Once entering the entrance path, visitors will need to be met and supported to access the building via the ramp at the rear entrance to the main building. Ramps are also available to the learning centre, EY block and Year 1. | All staff                                  | Daily<br>Combine with health and safety reviews               | School is aware of accessibility barriers for its' visitors to its physical environment and action plan in place to address. |
| Clear access to disabled toilets                                 | Disabled toilets all need to be clear for appropriate use.                                                                                                                                                                       | Premises Manager<br>All staff              | Daily<br>Combine with health and safety reviews               | All children/staff have clear access to toilet facilities.                                                                   |
| Mobility of independent visually impaired pupils in an emergency | Emergency systems to have visual alarms                                                                                                                                                                                          | Headteacher<br>Premises Manager            | Yearly                                                        | Visual alarms fitted to support visually impaired pupils                                                                     |
| Glare from light                                                 | Consider the installation of blinds for each classroom window in order to reduce glare and support those with visual impairments and dyslexia.                                                                                   | Headteacher                                | Half-yearly review                                            | All classrooms will be fitted with adjustable blinds.                                                                        |

## 3. Information

| Issue                                                   | What                                                                                                                                       | Who                             | When          | Desired outcome                                                                                                                                                                                                           |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Audibility                                              | Consider installation of a loop hearing system for the counter                                                                             | Headteacher                     | Yearly        | All visitors to the school will receive effective, clear communication.                                                                                                                                                   |
| Availability of written material in alternative formats | All staff will be aware of the services available through the local authority for converting written information into alternative formats. | Headteacher                     | Termly update | The school will be able to provide written information in different formats when required for individual purposes, such as use of symbol, communication in print, Brail or through augmentative communication technology. |
| Accessibility of written material for non-readers       | Ensure signage is suitable for non-readers, is clear and well situated                                                                     | Headteacher<br>Premises Manager | Yearly        | Pupils are able to navigate the school regardless of any disability                                                                                                                                                       |

### Linked Policies

This Plan will contribute to the review and revision of the following related policies/documents

- School Development Plan
- SEND/Inclusion policy
- Safeguarding policy
- Health & Safety policy
- Medical policy
- Learning & Teaching policy