



Accessibility Plan 2025 - 2027

Author	Lauren Rutkowski-Stedman
Date of issue	09/2025
Date for review	09/2026

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this plan will be reviewed every year. Should no substantive changes be required at that point, the plan will move to the next review cycle.

Introduction

Anns Grove Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Definition of Disability The Equality Act (2010) states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child or young person unfavourably.

We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty). The governors of Anns Grove Primary School have a duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Anns Grove Primary School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
2. Ensuring that the curriculum is adapted, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Anns Grove Primary School.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Aims

Anns Grove Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the school will take account of:

the practicalities of making adjustment

Health and Safety factors

the schools' financial situation

the interests of other pupils

the need to maintain academic standards.

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness.

Planning Duty

The Equality Act (2010) states:

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

Anns Grove Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the school and physical aids to allow pupils to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

Audit of existing provision

Inclusive venues for residential visits have been identified.

A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.

All pupils are encouraged to take part in a range of physical activities, with modifications where needed.

The school monitors all visits and clubs to maximise availability and participation for all pupils.

Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.

The school employs a Learning Mentor to support the emotional needs of all pupils both in school and during transition to other schools.

Site Accessibility

Physical Environment

Anns Grove Primary School is housed in a modern two-storey building comprising a ground and first floor. A Modular structure was erected on the playground in October 2024, housing two classrooms and toilets. These home our Year 2 pupils.

The ground floor consists of a dining room, offices, staff room, toilets for children, staff and disabled access, teaching areas for Nursery, Reception Y1, one Y3 class and intervention rooms.

The first floor comprises an ICT suite, school hall, toilets for children, staff and disabled access, teaching areas for one Y3 class, Y4, Y5 and Y6, offices, intervention rooms, the library, PPA room and a plant room.

Both floors are accessed via a lift or stairs.

The school is committed to ensuring that accessible toilets are available to meet the needs of all students. Currently, the changing facilities — including those equipped with a bed and hoist — are not in working order. However, accessible toilets are available and fully operational.

The school grounds are accessible via a sloping ramp into the school yard. Currently the field and top court are inaccessible due to the ramp being condemned. Access to the field can be obtained via the road using the gates. These remain shut and locked at all times unless needed.

Written information

Advice is sought from external agencies when needed — for example, those supporting ethnic minority pupils, speech and language needs, and visual impairments. The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

In compliance with the Equality Act (2010) and is consistent with the school's aim and equal opportunities policy, the Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by Ofsted during inspections.

Reasoning	Target strategies	Who responsible	Success criteria	Timescale	Goals achieved
Improved access to the physical environment	Ensure that emergency evacuation procedures meet the needs of the individual pupils with SEND who may need additional support to evacuate.	SLT to update PEEPS in line with fire/evacuation duties.	Individuals who need a PEEP have one in place - updated annually. New starters to be considered and plans written. Information shared with all staff and relevant staff to understand their roles.	Annually in September and on admission.	Ongoing
Improved access to the physical environment	Ensure that emergency evacuation procedures meet the needs of the disabled users of the premises	SLT to update PEEPS in line with fire/evacuation duties.	Evac chairs in place and maintained Disabled evac marshal in place and trained in use of evac chair	Ongoing	Ongoing
Improved access to the physical environment	Keep corridors clear from obstructions.	All staff	Corridors and walkways will be clear for all users including wheelchair access	Ongoing	Ongoing

Reasoning	Target strategies	Who responsible	Success criteria	Timescale	Goals achieved
Improved access to the physical environment	Actively seek a solution to restore the changing facilities.	Premises team	Ensure the bed and hoist work in the disabled toilets or remove any equipment deemed condemned	Ongoing	Ongoing
Improved access to the physical environment	Actively seek a solution to restore the condemned path.	Premises team	Mercia Learning trust- premises team plan to create a plan to repair	Ongoing	Ongoing
Access to Curriculum	To ensure all current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Class Teacher and SENDCo	Clear outcomes are recorded and communicated to parents indicating improved outcomes	Termly reviews	Ongoing
Access to curriculum	To ensure that staff received training needed to support the needs of individuals in their classes/groups	Class Teacher and SENDCo	Individual needs are met and access to full curriculum secured	Termly	Ongoing
Access to curriculum	Ensure classrooms are organised to ensure all pupils access learning appropriate to needs.	Class Teacher and SENDCo	All pupils have access to resources, strategies etc to support learning	Half Termly	Ongoing
Access to curriculum	To ensure that classrooms are organised to promote the participation and independence of all pupils	Class Teacher and SENDCo	SLT via QofE to ensure that lessons are planned to meet the needs of all pupils in the class.	Half termly	Ongoing