



Accessibility Plan

A policy for all stakeholders

December 2025

Responsibility for this policy:	SLT
Responsibility for monitoring/evaluation:	Head Teacher
Date of next review:	December 2028
Links to other policies:	Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, SEND Policy

Conway Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

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1. SETTING INFORMATION

Vision and Values

Conway is an inclusive school where all pupils are made to feel welcome and valued. By the end of KS2 we want every pupil at Conway to be ready to meet the academic and social demands of secondary education. We believe in the potential of every child at Conway and will strive to create a school which provides each pupil with the best possible start in life and the motivation to achieve academic excellence. We aspire to prepare all our pupils for university or career of their choice and to be enthused to continue learning. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

The school community has a positive opinion about the school, which has been demonstrated through staff and pupil questionnaires and surveys. They have no well-founded concerns about personal development, behaviour and welfare. Families are well supported by the Inclusion and Welfare Support Worker who ensures communication is at the heart of her role. Parents regularly attend workshops, coffee mornings, parenting classes.

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

Views of Parents

Parental views are formally solicited at termly parents' meetings. Any parents that are unable to attend meetings on particular days will have the opportunity to arrange alternative meetings or will have meetings over the phone. Class teachers, support staff and members of SLT always make themselves available at the end of the school day on the playground and parents are encouraged to speak to staff about anything they need to. SLT and pastoral staff are also on the playground in the morning to greet pupils and provide parents with another opportunity to speak, share thoughts or voice opinions. Several members of staff can speak some of the community languages and therefore offer support when translation is needed.

Views of Children and Young People

At Conway we recognise that the views of the pupils are very valuable. Pupil voice is taken regularly. Pupils take part in questionnaires or polls often. We have a school council who are able to speak on behalf of the rest of the school and campaign for changes that pupils want. The school council meets up regularly throughout each half term and are encouraged to bring discussion points to the meetings or engage in organised discussions. Each class has a school council representative, this pupil will be able to go back to class and share what has discussed in the meetings and take opinions from the rest of the class to share in the next meeting. Book scrutinies, observations and any other form of monitoring always involves speaking to pupils and obtaining pupil voice.

2. PURPOSE

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 access education, facilities and services provided.
- Improve the availability of accessible information to anybody with a disability.

Conway is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to, as far as possible, remove any barriers which make it hard for a person who has difficulties with:

- Sensory needs
- Physical co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to participate and engage in all parts of the school day and benefit from the learning experiences we provide.

An action plan is attached in section 4 which relates to the three key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- Emergency Evacuation and Lockdown Procedures
- Academy Improvement Plan

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for Conway can be found on the SEND Register.

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings, which are held as part of the on-going support given by Conway to its students and staff.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4. ACTION PLAN

Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Time scale	Success criteria
Improving physical access	Excellent access to the main building with an automatic gate.	Ensure no pupils are excluded from accessing the premises or parts of the building they need to.	Conduct an annual audit of school premises taking into account the specific needs of any pupil either current or prospective	SLT & site team	Annual review and ongoing.	All pupils can access parts of the school they require access to.
	The ground floor of school can accommodate wheelchair users and visitors with reduced mobility.	Ensure staff and pupils are aware of the routes they need to take when moving around the school building at different parts of the day.	Engage in a 'walk the school' activity with staff during a training session in September to they are clear on the routes to take. Staff to do example walks around school on the first few days of pupils being in their new classrooms.	SLT & CTs	September	All staff and pupils are clear on how to move around the school safely and have practiced to ensure clarity.
	Conway has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency pull cords.					
Improving curriculum access	Conway has disabled shower facilities with grab handles for additional support and emergency cords to request help in the main building.	Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of EpiPens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils.	Inclusion Lead	Ongoing	Whole school community is aware of issues relating to access and this is reflected in responses to pupil surveys and staff questionnaires.

	<p>Pupils have individual targets as necessary.</p> <p>All lessons are differentiated.</p> <p>Any additional resources required are ordered and shared with the pupils who require them.</p> <p>Professionals are liaised with regularly and advice/support is shared with teachers, pupils and parents/carers.</p> <p>Phase Leader action plans are created termly which cater for a wide variety of groups.</p>	<p>Continue to ensure that the needs of SEND students are met and seen to be met.</p>	<p>SENCo to provide planning support during PPA sessions.</p> <p>SENCo to share feedback from professionals/in school SEN observations and support staff with the implementation of strategies.</p>	<p>Inclusion Lead SENCo</p>	<p>Ongoing</p>	<p>SEN pupils making reasonable progress as shown by observations, book scrutinies and assessments.</p>
		<p>All out of school activities are planned to ensure the participation of SEND pupils</p>	<p>Review all out of school provision to ensure compliance with legislation.</p>	<p>Inclusion Lead EVC</p>	<p>On going</p>	<p>All pupils, regardless of need, are able to attend and join in with all aspects of the curriculum.</p>
		<p>All class teachers ensure classroom provision is differentiated to meet the needs of all pupils.</p>	<p>Staff know the individual starting points of all pupils.</p> <p>Staff attend training on how to plan for differentiation.</p> <p>Support is given during planning sessions to ensure differentiations planned in.</p>	<p>SLT Subject Leads Class teachers</p>	<p>Ongoing</p>	<p>All lessons are adapted to meet the needs of all pupils.</p>
		<p>The progress of all pupils is tracked to ensure that all pupils are making progress, and where pupils show less than sufficient progress actions are put in place.</p>	<p>Staff track the progress following guidelines given by the Assessment Lead for all pupils.</p> <p>Pupils with SEN are tracked via the toolkit tracker and IPP.</p> <p>Interventions are tracked with start and end data.</p> <p>Pupils progress meetings discuss all pupil, regardless of need.</p> <p>Class action plans are created linked to data and used</p>	<p>SLT CTs</p>	<p>Ongoing Half termly PP meetings.</p>	<p>All pupils are making progress.</p>

			within planning sessions.			
		To liaise with feeder schools and SENAR to review new pupils for each new academic year.	SENCo to attend home visits for any pupils described as presenting any SEN. Class teachers to use referral system and forward on to SENCo if any SEN concerns are flagged up. Early interventions put in place where needs are recognised.	SENCo EYFS Site team	Autumn 1	Transition for new pupils is smooth and needs are met as early as possible to ensure gaps do not widen.
Improve the delivery of information to parents/carers or pupils with a disability	Office/inclusion staff make themselves available to read over any written communication, explain it or translate when necessary.	To make available written material in alternative formats, if required.	The school will be able to provide written information in different formats when required for individual purposes.	Admin team	As required	All parents/carers or visitors are able to access any communication from school.
	Letters are translated into different formats when required and translators attend meetings when needed. Text message communication is effective and used regularly.	Make available school brochures, school newsletters and other information for parents in alternative formats if required.	Review all current school publications and promote the availability in different formats for those that require it.	Admin team SLT	Autumn term/ongoing	All school publications are made accessible.
	Staff are always available on the playground after school to meet and speak with pupils/parents.	Ensure anybody with a disability, parents/visitors or pupils, have every opportunity to be involved.	Make it known to parents/carers and visitors that they can speak to the office staff about any access arrangements they require to attend school activities. Recognise families or people with disabilities and be proactive informing them that we can support their needs to ensure they can attend school activities or participate in school life.	Admin team SLT	Ongoing	All parents/carers or visitors are able to attend/be involved in the activities they wish to.

5. SUMMARY

We will:

- provide an environment where all staff and pupils feel safe, valued and included.
- promote understanding of disability within school and the local community. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability.
- review those parts of our curriculum which may have limited access for pupils with a disability and to provide a solution to enable us to provide a strategy to overcome the barrier.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural need.