



Accessibility Plan 2026 - 2029

Grove Road Community Primary School

Policy date: March 2026

Actions review date: March 2027

Policy review date: March 2029

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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 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.

The purpose of this plan is to show how Grove Road Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Grove Road Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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, this 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 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.

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	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an adapted and inclusive curriculum for all pupils.	Training for specific staff including medical training.	CPD audit needed. SLT & SENDCo to monitor the use of adaptive practice in all lessons.	SLT SENDCo Teaching staff	On-going each year for any new staff.	All children can access the curriculum with their peers and transition smoothly to next class.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Use of ICT equipment Sensory tools TMP (Sensory Room and classrooms)	All teachers to be given time to observe outstanding practice in other year groups and TMP	SENDCo	At the start of each term.	Progress is monitored for all SEND children and interventions are planned accordingly.
	Inclusion of the TMP pupils in mainstream with access to a resource base when needed. Flexible and bespoke provision for children who require more support. SEND Hub and Educational Psychology offer accessed for TMP pupils.	Integrate TMP pupils into the mainstream classes smoothly where appropriate.	Consistent visual resources across school to support TMP pupils in their mainstream class. Evaluation of bespoke individual programme and timetable for all TMP pupils to meet their needs.	SENDCo TMP staff Class teachers	Revise at the start of each term or sooner where necessary.	The school is accessible to all visitors, staff and pupils.

	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year.</p> <p>Enhanced transition plans ensure a smooth transition occurs in Sept to new classes, including pupils new to Reception.</p>	<p>To ensure all pupils with specific needs and requirements have daily access to resources intended to support or enhance their learning.</p>	<p>Clear audit of resources and adaptations needed for each child.</p>	<p>SENDCo Class teachers</p>	<p>Throughout the year.</p>	<p>All children can access the curriculum with their peers and transition smoothly to next class.</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Use pupil progress meetings so that interventions and support are evaluated effectively.</p>	<p>SENDCo part of all pupil progress meetings.</p> <p>SENDCo to monitor and evaluate all interventions.</p> <p>Termly SEN Class Reviews</p>	<p>SLT SENDCo Class teachers</p>	<p>Termly</p>	<p>All pupils make good progress in line with individual expectations.</p>
<p>Improve and maintain access to the physical environment</p>	<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 toilets and changing facilities • Slopes from the ground floor to the playground/main office 	<p>To maintain all areas in order that they are safe and accessible to all.</p>	<p>Cone parking bays when needed. Keep disabled toilets clean and clear.</p>	<p>Site manager</p>	<p>Checked daily for obstacles.</p>	<p>The school is accessible to all visitors, staff and pupils and meets standards.</p>
<p>Improve the delivery of information to</p>	<p>Our school uses a range of communication methods to ensure</p>	<p>To improve signage around the school including visual clues</p>	<p>Audit of signage and resources to include all safety signs.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Signs to be used around the school to identify rooms, areas and access.</p>

pupils with a disability	information is accessible. This includes: <ul style="list-style-type: none">• Internal signage• Pictorial or symbolic representations	to aid visually impaired, pupils with SLCN (Speech, Language & Communication Needs), and pupils with EAL.				Use of Widgeo to have consistent visuals used across whole school and TMP.
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4. Monitoring arrangements

Progress against the action plan in this document will be reviewed annually. This policy will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

5. Links with other policies

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

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