Accessibility plan

Review Frequency	Annual
Most Recent Review	Spring 2026
Next Review Due	Spring 2027
Headteacher	Ms. Leah Wright
Approved by governing board	Spring 2026

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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 pupils with disabilities can participate in the curriculum

> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

> Improve the availability of accessible information to pupils with disabilities

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.

'Aiming high to achieve success in all that we do' is our school motto. For children with SEND, this involves finding the right key to unlock each individual child's potential. John Perryn Primary School is an inclusive school which assesses what the child can do and find ways to reduce barriers to learning.

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, the complaints procedure sets out the process for raising these concerns.

This plan has been developed in consultation with pupils, parents/carers, staff and governors. The school works in partnership with Ealing Local Authority to support accessibility planning and reasonable adjustments.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability *Lead responsibility: headteacher and SENCo.* *Reviewed annually*	• Our school offers a curriculum accessible for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	• Differentiated Teaching and Learning • Curriculum Review • Personalised Learning Plans	• Ensure all lessons are differentiated to meet the diverse needs of pupils with disabilities. • Use a range of teaching strategies, including visual aids, auditory support, and hands-on learning. • Implement and monitor the use of assistive technology (e.g., text-to-speech software, digital resources). • Ensure that staff have access to ongoing professional development to support inclusive teaching practices. • Regularly review the curriculum to ensure accessibility for pupils with disabilities, considering both physical and cognitive needs. • Develop resources that are accessible (e.g., large print, Braille, audio). • Create and review plans for pupils with disabilities, ensuring that specific learning needs are addressed. • Regular meetings with staff to track progress and adapt learning plans as necessary.	• All teachers demonstrate effective differentiated teaching strategies. • At least 90% of pupils with disabilities are progressing at or above expected levels based on targets. • Regular assessments indicate improved engagement and participation in the curriculum for pupils with disabilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
Improve and maintain access to the physical environment *Lead responsibility: headteacher and SENCo.* *Reviewed annually*	The environment is adapted to the needs of pupils as required. This includes: • External ramps • Lift access • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	• Physical Environment Audit • Adaptations and Modifications • Safe Evacuation Plans	• Conduct a comprehensive audit of the school's physical environment to identify barriers to access for pupils with physical disabilities (e.g., wheelchair access, ramps, lifts, wider doorways). • Ensure that pathways, classroom layouts, and common areas are navigable for pupils with disabilities. • Modify or adapt areas that are inaccessible, such as installing ramps, accessible toilets, and clear signage. • Ensure classrooms have furniture that can be adjusted to accommodate various needs. • Review and update fire evacuation plans to ensure they include provisions for pupils with disabilities (e.g., safe exit routes, support personnel).	• All identified physical barriers are addressed within an agreed timeframe (e.g., within 12 months). • Positive feedback from pupils, parents, and staff regarding the physical accessibility of the school. • Successful evacuation drills with full participation from pupils with disabilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability *Lead responsibility: headteacher and SENCo.* *Reviewed annually*	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	• Access to Alternative Formats • Training for Staff • Parental Engagement	• Ensure that information is available in different formats, such as large print, Braille, audio, and digital formats. • Provide communication aids (e.g., speech-to-text, sign language interpreters) where necessary for individual pupils. • Provide training for staff to enhance their understanding of how to communicate effectively with pupils who have disabilities. • Ensure that all staff are familiar with different communication tools and technologies that may be necessary to support pupils with disabilities. • Encourage parents to provide information about their child's preferred communication methods and ensure that communication with parents is accessible. • Host workshops to help parents understand the accessibility tools and resources available to their children.	• Information is consistently provided in multiple formats as required by pupils with disabilities. • At least 95% of pupils with disabilities and their families report satisfaction with the school's communication methods. • Staff demonstrate confidence and competence in using alternative communication strategies, as evidenced in observations and feedback.

4. Monitoring arrangements

This document will be reviewed annually or sooner if required, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

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 (SEN) information report

> SEND policy

> Supporting pupils with medical conditions policy