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Accessibility Policy

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Committee	Standards & Outcomes
Last Review / Update	November 2025
Level of change	Minor
Next Review	November 2026

Accessibility Policy and Action Plans Introduction

This policy and plan outlines the proposals of the Governing Body of Southey Green Primary School & Nurseries to increase access to education for pupils with disabilities in the three areas required by the duties in the Equality Act 2010. They are:-

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improving access to the physical environment of the school and consideration of whether to provide auxiliary aids/services (as a reasonable adjustment) for disabled children.
- Improving information delivery to pupils with disabilities.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their duties effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Key Objectives of the Accessibility Policy

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

Principles

Southey Green Primary School recognises its duty to:

- Ensure that compliance with the Equality Act 2010 is consistent with the school's Equality Statement and Objectives, the SEN policy, The Selection and Recruitment policy and any other policy that has a focus and impact on disabled children, staff and parents/carers
- Not to discriminate against disabled children, staff, parents/carers in admissions, exclusions or in the provision of education and associated services
- Not to treat disabled children, staff, parents and carers less favourably
- Take reasonable steps to avoid putting disabled children, staff, parents and carers at a substantial disadvantage
- Publish an Accessibility Plan

The Accessibility Plan

The plan is detailed below

1. In performing their duties, the Governing Body of Southey Green Primary School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
2. The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
3. All children are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles
4. The School sets suitable learning challenges
5. The School aims to overcome potential barriers to learning and assessment for individuals and groups of children

6. The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
7. The school acknowledges the need for ongoing awareness raising and training for staff and children in the matter of disability discrimination
8. The Accessibility Plan should be read in conjunction with the following policies, principles and documents:
 - The Equality Statement and Objectives
 - The SEN Policy
 - The Health and Safety Policy
 - Recruitment and Selection Policy
 - Safeguarding Policy

Activity Key duty 1 (education and related activities)

- Southey Green Primary School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities.
- Southey Green Primary School in its planning and delivery of the curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.
- There are a variety of intervention groups to support children's learning and wellbeing needs these may be delivered by school staff or bought in services.
- Provided in addition to the curriculum are a number of lunch time clubs such as specialist sport activities, art; ICT clubs; as well as facilitating participation in after school clubs.
- The after-school club provision at Southey Green has been recognised across the city as a centre of good practice and excellence, with approximately 28 after school clubs running across the week.
- Southey Green Primary School will continually review its provision to ensure for appropriate adaptations and scaffolds for all its pupils.
- We will consider the views of children, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals. The school has excellent working practices with outside agencies such as MAST, Speech & Language Service, Early Years Inclusion, Fusion School 2 School and a variety of others.

Key duty 2 (physical environment)

Southey Green Primary School was built circa 1930. The school building and grounds are the responsibility of Tapton School Academy Trust. Due to the age of the building there are a number of work around solutions to ensure that the school is accessible.

- The school has 5 disabled toilets (2 in external associated buildings).
- There is access all around school for a wheelchair apart from the upper floor of the school.
- To work around this when there is a child or staff member in a wheelchair or other physical difficulty the classrooms may need to be moved to the lower floor and a different year group will go upstairs.
- There are 3 defined disabled parking spaces in the school car park.
- The school has 1 chair lift to allow access from classrooms to one of the school yards.
- There is wheelchair access to all entrances to school, with exception of the external doors to the dining hall.
- There is a meeting space for any external stakeholder that may be visiting site that can be accessed via a ramp.
- Any new part of school that is refurbished or redeveloped is always done to DDA standard to ensure accessibility.

The school along with the Academy Trust will continue to take into account the needs of its children, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting.

Key duty 3 (provision of information)

- The school has a website which is accessible by its children, parents/carers and the wider community.
- Statutory information is accessible on the website but can also be provided in hardcopy on request.
- The school also uses a Facebook page to update children, parents/carers and the wider community.

Activity Key Duty 1

Issue	What	Who	When	Outcome	Review
Is the curriculum meeting the needs of all children?	<p>Curriculum reviews to take place across the Trust to review accessibility for all. This will include SENCO and Trust SENCO.</p> <p>Monitoring to ensure that children have provision and resourcing in place to access the curriculum.</p> <p>External visit from N.Whittaker to review the schools alternative provision.</p> <p>Leaders to continue to work with external agencies to review curriculum for small groups and individuals – EY inclusion team, autism tam, EP</p>	<p>Trust Leadership team / Leadership Team / Inclusion Team.</p> <p>R.Shotton and SLT</p> <p>Senco and SLT</p> <p>S.Leech and SLT</p> <p>R.Shotton</p>	<p>Throughout the year</p> <p>Spring 26</p>	<p>Any accessibility gaps are identified and action points are reviewed through internal observations and Trust monitoring.</p> <p>Children have access to appropriate resources and provision e.g. clicker</p>	2026 summer term
Are all children able to access the planned educational visits to support the curriculum learning?	SLT and visit leads are to risk assess all trips to ensure there is accessibility for all.	Inclusion Team / Trust Support	Before planned trips. See calendar of visits.	Any accessibility gaps are identified and areas of change are discussed and actions are put in place.	

	Where this is not the case, measures are put in place to aid the visit.				
Is after school and morning provision accessible for all?	Ensure there are planned activities within the after school provision that all children are able to access.	S.Oledrynski	Termly	Any child who wants to attend a provision is able to access a planned activity	Summer 26

Activity Key Duty 2

Issue	What	Who	When	Outcome	Review
Is the physical environment as accessible as possible for all children and adults?	<p>Review the access areas to the dining room so that all areas can be accessed internally as well as externally.</p> <p>Regular Health and Safety walks to ensure that the school building and surrounding area is safe.</p> <p>Review H&S procedure to ensure that it meets the requirements.</p>	Building Supervisor / School Manager / Trust Facilities Manager / Premises and Operations Director– inform Leadership Team.	Throughout the year.	Any accessibility gaps are identified and then actioned.	Ongoing review, works are planned on an annual basis around Feb and completed in the Summer.

	Ensure that accessibility is reviewed prior to any refurbishment works and assess as to whether compliance work can become part of the refurbished work.	Building Supervisor / School Manager / Trust Facilities Manager / Premises and Operations Director– inform Leadership Team.	Throughout the year but predominantly prior to holiday refurbishment work.	Any areas of accessibility that could be included in refurbishment work is discussed and implemented.	Summer Term 26
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Activity Key Duty 3

Issue	What	Who	When	Outcome	Review
Can all children, parents and members of the community access information equally?	<p>All external facing content is clear and accessible and the school will continue to provide information in alternative formats when requested.</p> <p>Parents have access to supporting materials when needed to support children at home e.g. laptops, workshop provision etc</p>	<p>School Manager / Leadership Team / Inclusion Team</p> <p>School Manager / Leadership Team / Inclusion Team</p>	Throughout the year	<p>Website continues to be accessible, the Trust website review is all green. Any concerns regarding the accessibility of information is considered and addressed as soon as possible.</p> <p>Continuing review of requests to provide information in an alternative format.</p>	Summer Term 26