

Accessibility plan

Usworth Colliery Primary School



Approved by: FGB

Date: 18th November 2025

Last reviewed on: 17th September 2025

Next review due by: September 2026

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. The ASD Provision.....	3
4. Action Plan.....	4
5. Monitoring arrangements	8
6. Links with other policies.....	8

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in three areas required by the planning duties in the DDA (Disability Discrimination Act):

- 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

Usworth Colliery Primary 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 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. The ASD Provision

The Autistic Spectrum Disorder Resourced Provision (ARP) provides a specialised and highly adapted support network with appropriate resources. The staff in the Provision are specially trained and/or experienced in meeting the needs of the students. In addition, all staff in the mainstream will be kept up to date with developments and training.

Students with an Educational Health and Care Plan have a highly personalised and individualised curriculum supported by appropriate resources and support from a trained adult. Packages include Speech and Language Therapy (SaLT) activities, bespoke targeted intervention, Phonics and social skills.

Resources are updated with the needs of the students in mind, such as ergonomic writing pens, SaLT materials, literacy and numeracy schemes to support multisensory learning, overlays and individualised technology.

All pupils' progress is monitored, through data and meetings between the SENDCo/Assistant SENDCo and subject leaders, multi-agency meetings and review meetings. Tracking systems are used for all students regardless of ability, and high expectations are maintained for all. Information is disseminated which teachers use to inform their planning and delivery in lessons.

Educational visits are organised to ensure maximum opportunity for all students within the provision and to promote social skills in the wider community.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Strategies	Outcome	Time Frame
Equality and Inclusion			
Ensure that the Accessibility Plan becomes an annual item at Governor meetings.	Clerk to Governors to add to list for Governor meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Annual updates in line with CP updates.
To ensure all policies consider the implications of disability access.	Consider during review of policies. Multi-agency meetings by SENDCo /Assistant SENDCo. Update to SMT and Governors. Staff responsible to ensure that equality and disability are identified within each policy.	Policies reflect current legislation.	Termly actions arising to be raised with SMT. Annually – as policies are reviewed.
SEND support plans use SMART targets that are reviewed termly to ensure children with SEND make progress.	SENDCo/Assistant SENDCo delivers training and support to all teaching staff in the production, implementation and review of SEND support plans and SEND targets. SEND support plans shared and discussed with parents. Parent input into plans.	Staff confidently adapt curriculum to meet the needs of all of our pupils. SEND support plans moderated by SENDCO/Assistant SENDCo. Support plans and pupil targets address the needs of children with SEND.	Termly SEND support writing sessions for teaching staff led by Assistant SENDCo.
To ensure that all parents who may have a disability can access school events and information. Statement on the website that large print letters are available and that additional support can be offered through the school office.	Wheelchair access is available at the main entrance to school. Large scale print for reports/newsletters and correspondence if requested.	All parents are able to engage fully with the life of the school. All communications can be accessed by parents.	Annually or more frequent if required (according to need of parents).

Physical Environment			
<p>Ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p> <p>Most classrooms have outdoor doors for easy access.</p>	<p>Audit of accessibility of school buildings and grounds by Governors/Head Teacher/Business Manager.</p> <p>Suggest actions and implement as budget allows or as need arises.</p>	<p>Modifications will be made to the building to improve access when required.</p>	<p>Annual review of accessibility by Governors/Head Teacher/Business Manager.</p> <p>Daily safety premises check completed by Site Manager daily.</p> <p>Termly check to be completed by Governors.</p>
<p>Continue advice on accessibility linked to new pupils who may have a disability.</p>	<p>SENDCO/ Assistant SENDCo to ensure the needs of all new intake children are highlighted and taken into account before transition.</p>	<p>All children can access the school building especially the areas on entry. A mobile ramp can be installed to ensure all areas of the indoor and outdoor areas are accessible for all children as required.</p> <p>SMT and class teacher are aware of needs and are more able to make suitable provision for access around building throughout the day.</p>	<p>Review and update as needed with new pupil intake.</p>
<p>Ensure that fire bells are audible in all areas of the building.</p> <p>Ensure that risk assessments are in place for any children identified with a hearing impairment or mobility disability.</p>	<p>Site Manager to test the alarm regularly.</p> <p>Staff to alert SMT if the alarm cannot be heard when activated.</p> <p>Staff responsible for children with hearing impairment or disability to inform SMT if a different provision is needed.</p>	<p>Fire alarm is clear and audible for all pupils and staff.</p> <p>Children with hearing impairment and mobility disability can evacuate the building quickly and safely in line with peers.</p>	<p>Termly health and safety check to be completed by Site Manager.</p> <p>Annual review by Governors/Head Teacher/Business Manager</p>
<p>Ensure appropriate environment for all children.</p>	<p>Appropriate displays that can be accessed by all children.</p> <p>Careful consideration to font and visibility of key messages. Calm and neutral colours in key areas. Inviting role play areas, stimulating resources available at break and lunch times.</p>	<p>With immediate effect. To be reviewed termly.</p>	<p>Termly learning walk by SMT/ SENDCo & Assistant SENDCo.</p>
<p>Ensure all with a disability are able to be involved.</p>	<p>Create access plans for individual disabled children as part of support planning process.</p> <p>Utilise disabled parking spaces for the disabled to drop off and collect children.</p>	<p>With immediate effect. Enabling needs to be met where possible.</p>	<p>SMT will include key questions in the confidential pupil information questionnaire.</p> <p>SENDCo / Assistant SENDCo will ensure staff create individual access plans for individual disabled children as part of the</p>

	Offer a telephone call to explain letters home for some parents who need this.		support planning process.
Curriculum			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo / Assistant SENDCo to review the needs of children and provide training for staff as needed.	Staff have an awareness of the needs of children and are competent to enable all children to access the curriculum.	On-going. Reviewed termly by SENDCO/ Assistant SENDCo.
To ensure children with a range of SEND are provided with resources/strategies specific to the child's need.	<p>SENDCo / Assistant SENDCo to provide advice to class teachers/staff regarding relevant strategies and resources.</p> <p>SENDCo Assistant SENDCo / to suggest actions and implement as budget allows or as need arises.</p> <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Staff and children with SEND have access to resources and strategies to allow all children to access the curriculum.	<p>Reviewed annually or more frequent if required (according to need).</p> <p>SENDCo / Assistant SENDCo will ensure staff create individual access plans for individual disabled children as part of the support planning process.</p> <p>SENDCo / Assistant SENDCo will provide advice to staff when needed.</p>
Medical			
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p> <p>Access training if a child presents with medical needs or intimate care needs.</p>	SMT/ SENDCo / Assistant SENDCo/First Aid And Medications Manager to ensure school coverage for staff training in using an Epipen and any other medical interventions as required to meet the needs of each child.	Procedures are clear and staff are confident in supporting the children's medical needs.	Annual rolling programme to renew existing qualifications of staff and identify any new requirements – SENDCO/SMT/Business Manager.

Update training as needed for: Epipen Team Teach Care of children with diabetes General first aid and dispensing medication	Individual care plans to be completed for children with specific needs following discussions with parents, external agencies and school staff.		
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5. Monitoring arrangements

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. The plan is valid for three years September 2025 – 2028. It is reviewed annually.

6. Links with other policies

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

- Health and safety policy
- Equality and Diversity policy
- SEND policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Supporting pupils with medical conditions policy
- Intimate Care Policy