Accessibility Plan 2025 – 2027

Spurcroft Primary School & Nursery

This plan was approved at the meeting of the Governing Board in November 2025

This plan is due for review in November 2027

Legislation

This document meets the requirements of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2020.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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 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 adjustment to premises.

Statement of intent

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.

Spurcroft Primary School and Nursery is an inclusive school, committed to ensuring all pupils have the knowledge and skills they need to be prepared for their future.

This plan outlines how our school aims to treat pupils fairly and with respect. This involves providing access and opportunities to education for all pupils without any kind of discrimination.

The plan will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners and agencies (where applicable).

Monitoring Arrangements

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

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 RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils who need it Resources are tailored to the needs of pupils who require support to access the curriculum and used when necessary. 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	Ensure that curriculum resources include examples of people with disabilities. Widen pupils' awareness of additional needs and disability. Increase pupils' awareness of individual differences and individual needs.	Classroom observations show that in all areas of the curriculum, children's needs are catered for. One to one support is provided when necessary Individualised programmes of work are implemented when required. Personalised assessment is undertaken.	Leadership team Class Teachers Teaching assistants	Termly	Evidence of reasonable adjustments being applied Curriculum tracking is showing that all pupils are progressing

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The physical environment is regularly reviewed.	Review the learning environment for pupils with a physical disability to ensure that the provisions made for the pupils promote independence. The environment is adapted to the needs of pupils as required. This includes: Lifts Corridor width Disabled parking bays Disabled toilets Use of evac chair Appropriate height tables Writing ramps	Undertake any actions as required include review of individual child plans and risk assessments	Leadership Team Class Teachers	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Providing support to class teachers and TAs to understand the adjustments required Availability of written materials in alternative formats including: Internal signage Large print resources - Pictorial or symbolic representations	That all staff feel confident using a range of techniques / materials to delivery information to pupils	Seek out ways to proactively support class teachers in their understanding of disabled children. Look at other ways of delivering information if required for individual pupils / groups of pupils	Leadership Team Class Teachers and TAs	Ongoing	Staff surveys will show that they feel confident in supporting pupils with disabilities