

Accessibility plan

Acton CEVC Primary School



Strive - Support - Succeed

Approved by:	Governing Body	Date: December 2025
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Last reviewed on:	October 2025
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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.

Acton CEVC Primary School seeks in partnership with parents, to be a place of excellence where young people are given the best possible opportunities for learning within a supportive and caring community. Acton CEVC Primary School upholds Christian Values, embodying 1 Peter 3:8 *"Be like-minded, be sympathetic, love one another, be compassionate and humble"*, and respects the rights of all associated with it to develop their fullest potential. 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.

Acton CEVC Primary School, in partnership with families, aims to prepare all children to be part of an inclusive society, based on the Christian values of tolerance, respect and friendship. We provide a high quality, motivating curriculum, tailored to individual needs and interests which is based on first hand experiences accessible to all pupils.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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.

Current Good Practice	Objective	Actions to be taken	Person responsible	Date to complete	Success criteria
<p>Differentiated curriculum for all pupils.</p> <p>Tailored resources to the needs of individuals.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils and amended where necessary.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Subject Leaders</p> <p>Subject Leaders</p> <p>Class teachers SENDCo</p>	<p>Ongoing to meets the needs of the children in school</p>	<p>All pupils with a disability have full access to the curriculum</p>
<p>Our environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> External Ramps Corridor width Disabled toilets 	<p>Improve and maintain access to the physical environment</p>	<p>During any remodelling of the building ensure light switches are at wheel chair height</p>	<p>Headteacher</p>	<p>As remodelling is completed</p>	<p>Wheelchair users have easy access to light switches</p>
<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Pictorial or symbolic representations 	<p>Improve the delivery of information to pupils with a disability</p>	<p>All staff are aware of 'mini-mike' and how it is used.</p> <p>Signing is used during assembly and similar events.</p> <p>Visual timetables are used throughout the school</p>	<p>All Staff</p> <p>All Staff</p> <p>Class Teachers</p>	<p>Ongoing to meet the needs of the children.</p>	<p>Accessibility to information for hearing impaired child is improved.</p> <p>Autistic and children with ADHD have improved access to information</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

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

- 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