



*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review date
September 2026	September 2026	September 2026	September 2027

Accessibility Plan

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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 disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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.

Old Bexley CE Primary School's vision is 'Celebrating all our children as unique and made in the image of God, ensuring everyone can flourish in their learning and live life in all its fullness' and this applies to every pupil in our school. Old Bexley CE Primary School regards barriers to learning physical and pedagogical as structural weaknesses that disable the pupil rather than any particular need or physical impairment. Our mission is to remove these barriers and build pedagogical structures that make excellence accessible to all in order to engage and inspire our learners.

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.

This policy is written with consideration to the Amadeus Primary Academies Trust Equality and Diversity Policy and Equal Opportunities Policy. The Amadeus Primary Academies Trust 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.

We have included a range of stakeholders in the development of this Accessibility Plan, including as appropriate: pupils, parents, 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

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 We use resources tailored to the needs of pupils who require support to access the curriculum 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. Celebrate anti-bullying week annually including a focus on disability discrimination at an age appropriate level.	To improve pupil awareness and understanding of disability	Review curriculum resources to include examples of people with disabilities as part of the program of study	SLT	End of academic year	Program of study will include learning about the successes of people with disabilities Pupil voice surveys will show an improving attitude towards and understanding of those with disabilities Incidents of discrimination-based behaviours will remain low or fall further

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 environment is adapted to the needs of pupils as required. This includes: Ramps at the front of the building and in EYFS. Corridors are kept tidy and free of obstructions. A disabled parking bay is provided in both car parks. A disabled toilet and changing facilities are available for pupils.	The school currently has good access at the front of the building to meet the physical needs of most of its pupils. However, additional ramping will be required at the rear of the building to improve access to the playground and fire exits in the Year 3 classrooms. The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made	Explore grant sources for adaptations. Planned maintenance budget fund includes small amount to respond immediately to any in year admission that may require adaptations Training required for use of changing facilities in KS1 building. Doors in KS1 and KS2 disabled toilets need to open the other way.	SLT Premises manager	End of academic year	Pupils with physical needs able to use fire exits and playground exits independently. Children in KS2 will be able to access the changing facilities.

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	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal and external signage Large print resources for those that require them. Coloured overlays and coloured paper. Pictorial or symbolic representations including use of Widgit symbols. Sound system in both halls to provide amplification for hearing impaired pupils.	The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be made	Monitor use of sound system, signage and resources and make updates as needed.	SLT Premises manager	End of academic year	Pupils will be able to access all information provided to them at school.

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 Head Teacher.

5. Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- APAT Health and Safety Policy
- APAT Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Policy and information report
- Supporting Pupils with Medical Conditions Policy
- APAT Equality and Diversity Policy
- APAT Equal Opportunities Policy.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey and 1 x 2 storey building (Y2/Y3). Evac Chairs' provided at each set of stairs in case of unexpected need	Evac Chairs inspected regularly to ensure they remain in good working order. Review annually or in light of in year admission as may be necessary	HT Premises manager	Annually or more regularly if admissions require
Corridor access	Wide and flat throughout. Kept clear and accessible.	Evac Chairs and Ramps inspected regularly to ensure they remain in good working order. Review annually or in light of in year admission as may be necessary	Outside company, that provides the chairs.	Annually or more regularly if admissions require
Lifts	None	None	N/A	N/A
Parking bays	2 Provided in school car park in close proximity to ramped access to front office	<i>None</i>	HT Premises manager	Review as part of this policy annually in case of changes in need
Entrances	Most entrances are level or ramped access is provided.	Review door location release buttons to ensure that the right balance is struck between security and accessibility. Need a ramp in KS1 car park to enter through locked key pad gate.	HT Premises manager	End of the academic year
Ramps	Permanent ramp provided to front entrance and to EYFS.	Ramps inspected termly by site manager with defects reported to HT. Look in to temporary ramps to gain access to outside from lower KS2 building.	HT Premises manager	End of next academic year
Paths	Paths are accessible and flat.	Path needed from KS2 playground to KS1	HT Premises manager	End of next academic year

		playground across the field. Look into budget for this.		
Toilets	Large disabled access toilet in Year 2 building as well as child accessible disabled toilet in KS2 building.	Replace doors in child accessible disabled toilets. Review annually or in light of in year admission as may be necessary	HT Premises manager	End of next academic year
Reception area	Ramped access to front office with double door access.	None	HT Premises manager	Review as part of this policy annually in case of changes in need
Internal signage	Internal signage provided to direct to key school areas (KS1 area, KS2 area etc)	Review annually	HT Premises manager	Review as part of this policy annually in case of changes in need
Emergency escape routes	Escape routes throughout, emergency lighting provided. Emergency escape doors provided with slam bars are being updated. Regular drills conducted, reviewed in line with physical needs of school community as may be necessary. PEEP's created for specific children.	Statutory checks of fire equipment conducted annually Annual fire risk assessment carried out and actioned each year PEEP's updated when needed.	HT Premises manager Office administrator/medical	Review as part of this policy annually in case of changes in need