

Accessibility Policy Plan

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Every Two Years
Date Written/Last Review	May 2026
Date of Next Review	May 2028

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

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
- Maintain the high-quality physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Further improve the availability of accessible information to pupils with disabilities

Our School aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

This policy sets out Waltham St Lawrence Primary School's commitment to promoting equality and diversity. We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources.
- Accessing Local Authority Services, such as Ethnic Minority and Traveller Advisory Service, EAL Support specialist teacher advisers, appropriate health professionals from the local NHS Trusts and liaising with other outside agencies.
- Supporting children's emotional needs through ELSA, Behaviour Support Services and Drawing and Talking therapy.
- Taking account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

Defining Equality and Diversity

Equality

Equality is about fairness. Equality of opportunity and advancing equality of opportunity involves treating people differently. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics': these are age, disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to: -

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility we will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training and development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition, School Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our School's equality objectives, and related activity.

Equality objective

We are a Values based school, we identify opportunities in the curriculum to look at other cultures/countries, study famous and inspirational people from ethnic minorities and with a variety of abilities and to celebrate diversity. Through enrichment activities and Themed Weeks, we celebrate festivals of a range of cultures and countries.

This policy should be read in conjunction with the School Inclusion Policy.

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.

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.

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.

This policy complies with our funding agreement and articles of association.

Action Plan

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

Key Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

The School will undertake to meet its key objectives by developing three key areas:

- Access to the Curriculum
- Access to the Physical Environment
- Communication

Area	Objective	What	How / Staff	When	Evidence
Access to the Curriculum	Ensure compliance with Equalities Act 2010	Staff and governors informed of requirements and obligations of Single Equalities Act 2010, and of the Accessibility Plan	Staff meeting Guidance Notes Governors Meeting	Annually	Accessibility plan shared with Staff and Governors
Access to the Curriculum	Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed and ensure the curriculum meets the needs of ALL students.	The school undertakes to assess its provision of the curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements. Curriculum review process to include consideration of curriculum needs of ALL students including those with a disability	Staff meeting Guidance Notes Governors Meeting Pupil progress meeting	Ongoing	Minutes from meetings
Access to the	Ensure all groups of	Identification of students and notification	Monitoring and	Ongoing	Minutes from

Curriculum	students with common needs have support and appropriate adjustments to provision e.g. Pupil Premium, EAL, SEN, ethnic minority	to staff of students in groups	checking of progress at tracking meetings through year Pupil Progress meetings EP meetings		meetings
Access to the Curriculum	To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve & share best practice.	Regular liaison with peer group leaders, SENCOs, PP leads, SEMH leads. Share with area teams and schools with specialist facilities	Area Teams Staff meetings Governor Meetings	Ongoing	Minutes from meetings
Access to the Curriculum	Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Subject leaders	Ongoing	Classroom environment
Access to the Curriculum	Ensure students with protected characteristics have fair access to school educational visits	Staff planning trips include provision for students with protected characteristics	EVC to monitor and oversee	Ongoing	Training for all staff annually.
Access to the Curriculum	Ensure all students are set appropriate targets based on SEND, Pupil Premium, EAL	Though Sonar Tracker online system students set targets adjusted to support individual needs and requirements.	Target setting and review sessions through the year.	Ongoing	Assessments and reviews from Sonar Tracker analysis.
Access to the Curriculum	Ensure access to SATs tests for Key Stage 2 children and full access to assessments for ALL	Ensuring application made to the DfE within the timescales as required for additional time, readers, amanuenses etc. All pupils receive their entitlement to a fair	Headteacher / Staff to apply through accessibility	Annually	Accessibility arrangements granted as appropriate

	students throughout School.	chance of fulfilling their potential in the SATs	arrangements.		for KS2 children.
Area	Objective	What	How / Staff	When	Evidence
Access to the Physical Environment	Improve access to all areas (Disabled Toilets to enable wheelchair access. Disabled Parking Bay to enable wheelchair access)	Ensure all accesses are clearly marked	Purchasing decisions Future build and refurbishment	Ongoing	H&S walk notes
Access to the Physical Environment	Ensure staff training including First Aid training is in place to support needs of current student body	Review training for qualified first aiders	Senior Leaders	Annually	Attendance record
Area	Objective	What	How / Staff	When	Evidence
Communication	Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. sent via email, text and on school website. (Newly re-designed with accessibility widget on the front page) Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parent's sessions run for key areas e.g. phonics, reading, maths Admin & teaching staff aware of individual who may need information explaining directly or personally. Include parents and pupils in the choice of the most suitable media for the disabled child.	Office Teachers	Ongoing	Website kept updated with newsletters and information from school Year Ahead Meeting Weekly Newsletters Parents evenings Open door policy
Communication	Improve the delivery of	Research the availability of written/audio	Headteacher /	Ongoing	As and when

	information to pupils and parents	materials in alternative formats for both pupils and parents and secure the means to acquire them at short notice	Admin team		they are required information in alternative formats is readily available
Area	Objective	What	How / Staff	When	Evidence
General	Increased involvement of parents of disabled children in decision making	Encourage parents to become governors Parent drop in sessions. Parent forum Encourage parents to come into school to help out.	Parent evenings Literature Promotion (Autism) Governors Meeting	Ongoing	Parent forum meetings Parent governor nominations SEN parent forum
General	Improved awareness of prospective and existing pupil disabilities	Include as part of the application process Good transition planning Training	Application process Open Days Staff Meeting	Annually	Improved awareness amongst all staff.
General	Maintain high quality knowledge, skills and understanding of staff when supporting disabled pupils	Training sessions in awareness and different disabilities Open discussion	External Consultants Staff Meetings Training Reviews Governors Meeting	As needed For each individual pupil.	Training notes
General	Offer additional support to meet the needs of young carers and their families	Audit children who are "Young Carers". Pass on and promote literature delivered to School about Young Carer services	Headteacher / Staff	Ongoing	Increased profile for Young Carers and increased level of support offered.

Monitoring arrangements

This document will be reviewed every two years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Chair of Governors.

It will be approved by the full Governing Board

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) information report
- SEND policy