

Accessibility Plan



Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

- Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Jonathan Price,

Headteacher

Date: March 2026

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 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.

Objectives

Enable access to quality first teaching for all pupils

- School Improvement Planning focused on the development of learning
- Increasing staff knowledge of inclusive practice
- Staff thinking through the eyes of the child when planning

Reduce disadvantage due to different access to digital devices at home

- Review allocation of Pupil Premium funding
- Supporting families to access digital devices and broadband

Increase pupil participation in the school's extended day

- Sports Strategy
- Subsidised Breakfast Club

Support parents to be active partners in their child's education

- Building of relationships between school and home
- Information sharing

Ensure the unique contribution of all members of the school community is valued

- Identifying and celebrating all members' contribution

Support all members of the school community to grow in hope and resilience

- Rights Respecting School
- School Improvement Planning
- Wellbeing and mental health training and support

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.

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.

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 resources include examples of people with disabilities • 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 make sure it meets the needs of all pupils • RRSA Gold Level • Nurture UK Accredited • Trauma Informed	Access additional resources for pupils with SEND, through the engagement with the new Communities Model	Attendance at meetings to share/access specialist support and additional funding/resources, where necessary	SENCO & SLT	Ongoing	Resources acquired through Community funding Specialist guidance sought and acted upon.

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 school subscribes to a professional gritting service in order to keep the driveway accessible to valid blue badge holders. This is supplemented by staff monitoring and gritting as necessary all areas of pedestrian access. There is a specified disabled parking space and all other vehicle movement is managed. Corridors' width can accommodate wheelchairs Disabled parking bay provided. Disabled toilet and changing facilities are provided.	Creation of pathway to school wellbeing cabin on field	Discussion with contractors to explore how to improve cabin accessibility.	Caretaker	July 2029	Accessibility to Wellbeing Cabin increased
Improve the delivery of information	Internal signage Large print resources Pictorial or symbolic representations	Ensure school website is accessible for our EAL families	Discussion with website providers around translation provision	HT	July 2026	Website translatable to ensure all families with EAL are able to access and understand information

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- 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