

Gainford C of E Primary School



Accessibility Plan 2026-2029

This policy will be reviewed every three years. Updates may be made sooner if required to reflect changes in legislation, guidance or school practice.

Our Vision

'Together We Love, Learn & Flourish' John 13.34-35

At the heart of our everyday practice lies a deeply rooted Christian vision that shapes every aspect of school life.

We are committed to ensuring that our young people flourish socially, emotionally, and academically, while also nurturing the well-being and development of the adults who support them.

We strive to deliver an inspiring, challenging, and purposeful curriculum that nurtures not only academic achievement but also the cultural, moral, and spiritual development of each child

Our aim is to empower young people to play an active role in their local community, to engage with broader global issues, and to grow into responsible, compassionate citizens who make a positive difference in the world around them.

Rooted in its historic foundations, Gainford CE Primary and Preschool is dedicated to preserving and developing its religious character in accordance with the principles of the Church, both at parish and diocesan levels. We seek to serve our community by providing a good quality education within a framework of Christian belief and practice, encouraging all pupils to explore the meaning of faith and to live out Christian values in their daily lives.

Gainford is a welcoming, inclusive school where every individual is valued, respected, and recognised as a person known and loved by God.

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

We are committed to providing a fully accessible environment that values and includes all children, staff, parents, carers and visitors. We recognise and respect the diverse needs of our school community, including educational, physical, sensory, social, spiritual, emotional and cultural needs.

Our school is committed to challenging negative attitudes towards disability and accessibility and to promoting a culture of awareness, understanding, tolerance and inclusion across the whole school community.

We aim to treat all pupils and their families fairly, respectfully and with dignity. This includes recognising and supporting the needs of families with young carers. We strive to ensure that the school is accessible and welcoming to parents and carers with disabilities and/or illness and we will work to remove barriers to communication wherever possible.

The Accessibility Plan will be published on the school website and made available in paper format upon request.

We are committed to ensuring that staff receive appropriate training in equality and inclusion, with particular reference to the Equality Act 2010, including developing understanding of disability and accessibility issues.

The school will also seek to work in partnership with relevant organisations and agencies to support the development and implementation of this Accessibility Plan.

Any concerns relating to accessibility within the school can be addressed through the Trust's complaints procedure, which covers matters relating to the Accessibility Plan and outlines the process for raising concerns.

A range of stakeholders have been involved in the development of this Accessibility Plan, including pupils, parents and carers, staff and the school's Academy Councillors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Access Audit

The school building is single storey with wide corridors and several access points from outside. The classrooms are all on ground floor level. Class Tees and Class Wear have one step access and a portable ramp allows access to both classrooms including wheelchair access. Class Swale rooms are floor level and both rooms can be accessed internally without adaptations. Class Swale rooms have the option of two exits each including floor level exit via internal doors.

On-site car parking for staff and visitor includes one dedicated disabled parking bay.

All entrances to the school are flat or ramped. The main entrance features a secure lobby, and this is fully accessible to wheelchair users. There are disabled toilet facilities available, adjacent to the staffroom. This is fitted with a handrail and a pull emergency cord as well as a changing bed should this be required. The school has internal emergency signage and escape routes are clearly marked.

4. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Academy Councillors and Senior Leadership Team (SLT) will work closely with the Local Authority and Academy Trust.

5. Action Plan

Aim 1 - To increase the extent to which pupils with a disability can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timescale
Continue to increase access to the curriculum for pupils with SEND or a disability	Regularly review and update individual SEND Support Plans to reflect pupils' changing needs and curriculum adjustments.	All SEND Support Plans are current, detailed, and demonstrate clear curriculum access goals.	Headteacher (SENDCO) / Class Teachers	Ongoing / Review Termly
	Provide targeted professional development for staff on differentiated teaching strategies and use of assistive technology.	Staff are knowledgeable and feel more confident to plan effectively and adapt lessons to meet different learning needs.	Headteacher (SENDCO) / Class Teachers	Ongoing / As Required
	Continue to use a range of teaching methods including visual aids, practical activities and digital resources.	Pupils are supported through different learning approaches.	Headteacher (SENDCO) / Class Teachers	Ongoing
	Provide accessible learning materials such as large print, writing aids, coloured overlays, Widgit symbols or assistive technology where needed.	Pupils can access learning materials more easily.	Headteacher (SENDCO) / Class Teachers	Ongoing / As Required
	Continue to collaborate with external professionals / specialists (e.g. speech and language therapists, occupational therapists) to inform curriculum adaptations.	Pupils receive appropriate specialist support.	SENDCO	As Required
	Continue to use assessment data to identify gaps in progress and adapt teaching accordingly. Set appropriate targets and carefully review the progress of all pupils, including those with additional needs and SEN.	Pupils with disabilities actively engage with and make measurable progress in curriculum areas. Data shows narrowing of progress gaps between pupils with disabilities and their peers.	Headteacher (SENDCO), SLT / Class Teachers	Termly

	SENDCO to liaise with staff at key transition points to ensure they have an understanding of the needs of pupils.	Staff are knowledgeable and able to plan effectively to meet the needs of their children	Class Teachers / SENDCO	Annually
	Continue to work closely with parents and carers to understand pupils' needs and share strategies that support learning at school and at home.	Parents feel informed and involved in supporting their child.	Class Teachers / SENDCO	Ongoing
	Include feedback from pupils and parents when planning the curriculum to ensure their needs and any challenges are considered	Staff demonstrate increased confidence and competence in delivering differentiated lessons. Positive feedback from pupils and parents on accessibility and inclusivity of curriculum.	Headteacher (SENDCO), SLT / Class Teachers, SEND Support Staff	Ongoing / Review Termly
	Continue to ensure school trips, clubs and enrichment activities are accessible for all pupils.	Pupils with SEND participate fully in wider school activities.	Headteacher (SENDCO) / SLT	Ongoing
	Ensure curriculum planning reflects and promotes inclusivity and diversity, including disability awareness. Embed disability awareness and inclusion themes across PSHE, RSHE, RE and the wider curriculum. Continue to use assemblies and events to celebrate diversity and challenge stereotypes.	Curriculum materials and activities visibly promote disability inclusion. Pupils demonstrate increased awareness and positive attitudes towards disability. Inclusive themes are regularly incorporated into lessons and school events.	Headteacher, Subject Leaders (PSHE, RSHE & RE), Class Teachers	Ongoing embedding

Aim 2 - To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timescale
Improve and maintain access to the physical environment	Continue to conduct regular site checks to identify any barriers to access for pupils, staff, or visitors with disabilities.	Any barriers to access are identified and addressed where possible.	Headteacher / Site Manager / SENDCO	Annually
	Ensure entrances, pathways, corridors and classrooms are kept clear and accessible.	School areas remain safe and accessible for everyone.	Caretaker / All Staff	Ongoing
	Review classroom layouts to ensure pupils with mobility needs can move around safely and comfortably.	Pupils can move around classrooms safely and independently where possible.	Class Teachers / SENDCO	Ongoing
	Provide appropriate furniture and equipment where required (e.g. adjustable tables, supportive seating).	Pupils with additional needs can access learning spaces comfortably.	SENDCO / Headteacher	As needed
	Continue to ensure accessible toilet facilities are maintained and clearly signposted.	Accessible facilities remain available and in good condition	Headteacher / School Business Manager / Caretaker	Ongoing
	Consider accessibility needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Future developments improve accessibility for all users. All needs are met where possible.	Headteacher / School Business Manager / Academy Councillors	As required

	<p>Create individual access plans for pupils with disabilities as part of the SEN Support Plan process, outlining required adjustments, resources and strategies.</p>	<p>Every pupil with disabilities has a tailored access plan that supports learning, participation and well-being; reviewed termly.</p>	<p>SENDCO / Class Teachers</p>	<p>Termly as part of SEN Support Plan review cycle</p>
	<p>Consult with pupils with disabilities, their families and staff to gather feedback on physical environment improvements.</p>	<p>Positive feedback from pupils, parents and staff regarding improved physical access.</p>	<p>Headteacher / SENDCO / School Business Manager</p>	<p>Ongoing</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timescale
Improve the delivery of information to disabled pupils and parents	Conduct an audit of current communication methods used with disabled pupils and parents to identify accessibility gaps.	Audit completed and accessibility gaps identified.	SENDCO / Office Staff / Headteacher	Within 3 months
	Consult with pupils with disabilities and their parents to understand preferred communication formats and needs e.g. digital, email, printed letters, phone calls, face to face meetings etc.	Parents and pupils report preferred formats; feedback recorded and acted upon.	SENDCO / Class Teachers / Office Staff	Annually
	Provide staff training on accessible communication techniques, including use of visual aids, simplified language and technology support.	Staff demonstrate confidence in delivering information in accessible ways.	SENDCO / Senior Leadership Team	Annually
	Develop and implement a range of accessible formats for school communications, including easy-read documents, digital copies that allow the use of accessibility tools (such as screen readers and text enlargement), audio recordings or read-aloud functions and visual supports such as visual timetables where appropriate.	Pupils and parents receive information in appropriate formats.	SENDCO / Office Staff / Class Teachers	Ongoing
	Continue to ensure all key school information (newsletters, policies, curriculum updates) is available in accessible formats on the school website and in print.	All school communications are accessible; parents report they can access information easily.	Office Staff / Computing Lead / SENDCO	Ongoing

	Introduce use of assistive technology where appropriate to support pupil access to information.	Pupils able to access learning and school information using appropriate technology.	SENDCO / Computing Lead / Class Teachers	Ongoing
	Provide opportunities for disabled pupils and parents to give feedback on accessibility and suggest improvements to school practices.	Parents and pupils can easily give feedback and improvements are implemented.	SENDCO / Office Staff	Ongoing
	Provide information in plain language with clear visuals where appropriate for pupils with learning or communication difficulties.	Pupils understand instructions, letters and learning materials.	Class Teachers / SENDCO	Ongoing
	Continue to use visual timetables, symbols and other aids to support pupils with SEND to access daily routines and instructions.	Pupils can follow routines and understand classroom instructions independently where possible.	Class Teachers / 1:1 Support	Ongoing
	Ensure classroom resources, reading books and textbooks are accessible to all pupils, including those with SEND or disabilities (e.g., large print, visual supports, adapted texts, or digital formats).	Pupils can access learning materials and participate fully in lessons.	Teachers / SENDCO	Ongoing