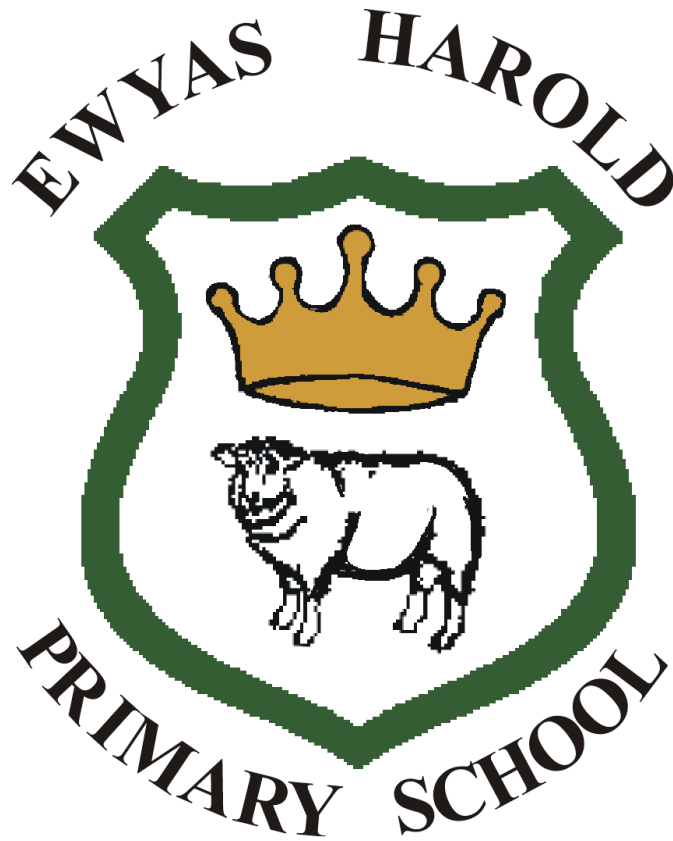


# Ewyas Harold Primary School



## Accessibility Plan

Reviewed by	Community Link governor
Ratified by	FGB
Ratification date	11 Feb 2026
Review term	3 years
Next review date	Spr 29

## 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.

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.

## 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.

Section 1

Question	Yes	No
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?		✓ Steps at front so access for wheelchair or buggies is slope at side, through Carpark and on road to get to front.
Are emergency and evacuation systems set up to alert ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓ No Visual
Are non-visual guides used to assist people in accessing buildings including lifts with tactile buttons?		✓
Disabled pupils with visual impairment, autism or epilepsy do not find the décor confusing or disorientating	✓	
All signage is non-confusing and adequate?	✓	
Are areas to which pupils should have access well lit?	✓	
Can disabled pupils access aids and equipment from areas of storage?	✓	
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

## Section 2

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Do you make the best use of teaching assistants?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Are lessons responsive to pupils diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience, or understanding, for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Do staff, governors and pupils receive training and education in disability equality issues?	✓	
Is everyone made to feel welcome?	✓	
Are there high expectations of all pupils?	✓	
Are pupils equally valued?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

## Section 3

Question	Yes	No
Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	✓ only large print	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, whose vision is affected e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities to produce written information in a variety of font sizes?	✓	
Do you know about and / or make use of RNIB guidelines on producing written information in accessible formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	
Are the 'responsible body' aware of their duties and responsibilities under DDA?	✓	
Do school general plans take account of the duty to make reasonable adjustments?	✓	
Does the school have an adequate internal complaints procedure?	✓	