



# **Preston Grange Primary School**

## **Single Equality Accessibility Plan**

**Reviewed and Adopted January 2026**

**Review Date January 2029**

	<p><b>It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.</b></p>
	<p><b>1. <u>Aims of the Plan</u></b></p> <ul style="list-style-type: none"> <li>● To create opportunities for every child to develop and learn</li> <li>● To release potential in people to make the most of themselves</li> <li>● To achieve excellence in standards of education &amp; skill for all children</li> <li>● To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.</li> </ul>
	<p><b>2. <u>Introduction</u></b>        This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.</p>
	<p><b>3. <u>Definition of Disability</u></b>        Disability is defined by the Equality Act 2010 as:</p> <p>"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".</p>
	<p><b>4. <u>Key Objective</u></b>        To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.</p>
	<p><b>5. <u>Principles</u></b></p> <ol style="list-style-type: none"> <li>1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;</li> <li>2. The school recognises its duties under the Equality Act (as amended by the SENDA):       <ul style="list-style-type: none"> <li>● Eliminate unlawful discrimination, harassment and victimisation;</li> <li>● Advance equality of opportunity between different groups; and</li> <li>● Foster good relations between different groups.</li> </ul> </li> <li>● Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services</li> <li>● not to treat disabled pupils less favourably</li> </ol>

	<ul style="list-style-type: none"> <li>● to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage</li> <li>● to publish an Accessibility Plan.</li> </ul> <p>3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality &amp; Human Rights Commission.</p> <p>4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.</p> <p>5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.</p> <p>6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;</p> <ul style="list-style-type: none"> <li>● Increase the extent to which disabled pupils can participate in school curriculum</li> <li>● Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,</li> <li>● Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.</li> </ul> <p>7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:</p> <ul style="list-style-type: none"> <li>● setting suitable learning challenges</li> <li>● responding to pupils' diverse learning needs</li> <li>● overcoming potential barriers to learning and assessment for individual and groups of pupils.</li> </ul>
	<p><b><u>6. About our School</u></b></p> <p>Preston Grange Primary School's building was opened in 1968. Our accessibility requirements are checked and approved by the LA regularly.</p> <p>6. About our School</p> <p>Preston Grange Primary School's building was opened in 1968. Our accessibility requirements were checked in 2007 by the Local Authority.</p>



Preston Grange Primary School comprises of a single storey building with disabled parking. It has an external classroom with ramped access. There is a wheelchair accessible Reception desk for parents and an exit button from the school building at wheelchair height. There is an accessible toilet and wheelchair access to the entrance at the front of the school. All classes are positioned the lower floor. There is an alarm cord in the disabled toilet. At the front of the school there is a ramp for disabled pupils and there is flat access to all yard and field space. Disabled pupils may need support when entering the forest area. At present we have no wheelchair dependent pupils.

The school has children with a range of disabilities to include specific learning difficulties. Our whole staff has received training in Dyslexia, ADHD and Autism. We have a small number of children who have asthma and all staff are aware of these children. Inhalers are kept in the school office and their use recorded. (see Managing Medicines Policy) We have some children for whom we hold Epi-pens to mitigate their allergic reactions. All staff have received training in the use of an Epi-pen and have also had asthma and epilepsy training.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. When children enter school with specific disabilities the school immediately contacts the L.A. professionals for assessment, support and guidance for the school and parents. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members (refer to Managing Medicines Policy)

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given, is recorded. (see Managing Medicines Policy)

#### INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

#### IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education. Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We have a wide range of equipment and



	<p>resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.</p> <p><b>IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS</b></p> <p>This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, should that be necessary. This is a core part of a teacher's work.</p> <p><b>CONCLUSION</b></p> <p>Preston Grange is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.</p>
	<p><b>7. Activity</b></p> <p>The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. This plan will become an addition to the school School's Single Equality Scheme.</p>
	<p><b>8. <u>Linked Policies</u></b></p> <p>This Plan will contribute to the review and revision of related school policies</p> <ul style="list-style-type: none"> <li>● SEN policy</li> <li>● Single Equality Scheme</li> <li>● Curriculum policies</li> <li>● Behaviour</li> <li>● Admissions</li> <li>● Health &amp; Safety</li> </ul>



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## Accessibility Plan

Targets	Strategies	Outcome	Timeframe
<b>Access to Information</b>			
To ensure that the Accessibility Plan becomes an annual agenda item at the full Governing Body meeting.	Clerk to Governors to add to list for GB meetings.	Adherence to legislation.	Annually
To be better aware of the range of disabilities within the school community.	Amend the school survey to help us collate specific information about needs and disabilities.	We can cater for specific needs and disabilities.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Ongoing
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing



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<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary.</p>	<p>Written information will be provided in alternative formats as necessary.</p>	<p>As needed.</p>
<p>To ensure that parents who are unable to attend school because of a disability, to access parents evenings.</p>	<p>Staff to hold parents evenings by phone or send home written information.</p>	<p>Parents are informed of children' s progress.</p>	<p>Termly</p>
<p><b>Physical Access</b></p>			
<p>To ensure that all areas of the school buildings and grounds are accessible for all children and adults, and continue to improve access to the school's physical environment for all.</p> <p>To inform the school community if access is required to the school car park beyond the electric gates. To contact the school office for right of access.</p>	<p>Audit of accessibility of school grounds by Premises Committee of Governors. Suggest actions and implement as budget allows.</p> <p>Get ramps for doors to ensure school is more accessible for all.</p>	<p>Modifications will be made to school building to improve access.</p> <p>People with mobility issues can access the building from more than one point.</p>	<p>Ongoing</p>



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To ensure hearing loop is in working order	Office staff to check regularly hearing loop works.	People with hearing impairments can communicate with the school office.	Ongoing
To ensure that all children are able to access all out-of-school activities, eg. Clubs, trips, residential.	Review out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	Ongoing
<b>Access to Curriculum</b>			
To continue to train support staff to enable them to meet the needs of children for a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable children to access the curriculum.	Ongoing
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, eg. Headphones, writing slopes, overlays etc.	Children will develop independent learning skills.	Ongoing



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<p>To meet the statutory needs of individuals during statutory end of KS2 tests.</p>	<p>Children will be assessed in accordance with regular classroom practice, and additional time, use of scribe/reader will be applied for as necessary.</p>	<p>Barriers to learning will be reduced or removed enabling children to achieve their full potential.</p>	<p>Annually</p>
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