

Accessibility plan

Templenewsam Halton Primary School



Approved by:	G.Hitch	Date: 7/11/2025
Last reviewed on:	2024	
Next review due by:	7/11/2026	

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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.

At Templenewsam Halton Primary School, we are proud to promote a culture of inclusion that is continuous, evolving, and deeply embedded in all aspects of school life. We are committed to meeting the diverse needs of every pupil, ensuring that *education is truly for all*.

We believe that all children, including those with Special Educational Needs and Disabilities (SEND), have the right to access high-quality, inclusive teaching and fully participate in the academic, social, and wider life of the school. Our ambition is clear: for every child to thrive, achieve their potential, and feel valued, supported, and safe in a nurturing environment.

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.

Templenewsam Halton Primary School work with a range of different outside agencies such as the SENIT Team, NHS Speech and Language, SEMH Inclusion team and educational psychologists.

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.

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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc. - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, spit inputs, regular brain breaks etc. - Adapting our resources through scaffolding, colour coding, writing grids etc - Using visual aids to support and deepen understanding. - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders etc.	<u>Short Term</u> - Ensure reasonable adjustments are consistently applied in all lessons. - Provide targeted CPD on disability awareness and inclusive classroom strategies. <u>Medium Term</u> - Embed adaptive, scaffolded resources across curriculum areas - Develop consistent use of personalised SMART targets for pupils with SEND <u>Long Term</u>	Georgia Hitch (SENCO)	Next Review- November 2028	Adaptive teaching is consistently seen across classrooms - Learning walks and book looks show: - chunked tasks - pre-teaching of vocabulary - visuals and scaffolds in use - Pupils can talk about strategies that help them learn. - Teachers report feeling confident using adaptive strategies. Pupils have access to the correct resources and aids - All pupils who require assistive aids (e.g., overlays, laptops, ear defenders, visual timetables) have them available every day.
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	• Some children may benefit from being supported in small groups by the teacher or learning support assistant. • Offering a quiet space outside of the classroom when required • Adapting the work so that it is chunked into smaller amounts which will make this more manageable to access. • Regular brain and movement breaks to support focus and concentration when required. • Access to a play based approach of provision learning for those who find formal learning a challenge. • We offer a diverse curriculum. • Curriculum progress is tracked for all pupils, including those with a disability	• Ensure curriculum design is fully inclusive and adapts to the needs of diverse learners • Develop a continuous professional development (CPD) programme on adaptive teaching and disability awareness			SMART targets show pupil progress • All pupils with SEND have termly SMART targets. • Reviews show progress against starting points. • Evidence of progress is seen in books, assessments and teacher feedback. Data shows that pupils with SEND are making progress • SEND pupils make progress from their starting points in line with peers. • Assessment data shows a closing of gaps over time. • Interventions demonstrate measurable impact.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• The curriculum is reviewed to make sure it meets the needs of all pupils • Termly SMART targets are set to support and ensure good progress is made from their starting point. • Children sit in mixed ability seating to support independence and engagement.				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	<u>Short Term</u> • Audit all existing facilities • Communicate accessibility arrangements to staff and families <u>Medium Term</u> • Develop clear procedures for maintaining accessibility <u>Long Term</u> • Regularly review and update accessibility infrastructure	Georgia Hitch (SENCO)	Next Review- November 2028	Environmental accessibility • Disabled parking bays are clearly marked, unobstructed and available during school hours. • Disabled toilets and changing facilities are functional, clean, accessible, and contain required equipment (grab rails, emergency pull cords, adequate space for assistance). • Library shelves and key resources are reachable from a seated (wheelchair) position.

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 SENCO, headteacher and SEND governor.

It will be approved by the headteacher- Lisa Seton.

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
- Inclusion Statement