



Edinburgh Primary School

# Accessibility plan

**Approved by Governing Body:**  
**Date of next Review:**

10 July 2024  
July 2027

## 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Edinburgh School aims to provide a secure and happy learning environment in which everyone shows respect for themselves and for others. 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors and pupils.

## 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 disabled pupil faces in

comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Edinburgh Primary Governing Body and The Headteacher

### **4. Links with other policies**

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

- Health and safety policy
- Equality information and objectives statement
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

## 5. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To support all children in maximizing the use of learning time. Practical resources and real-life examples are used to enhance the curriculum and make it real.</p>	<p>Support staff share good practice.</p> <p>Class trackers and data analysis enable all pupils to be carefully tracked.</p> <p>Meetings with SENDco to ensure SEND progress is carefully monitored, appropriate targets are set and provision adapted accordingly. These meetings (where applicable) include Teaching Assistants as well as the class teacher. Targets to be shared with the parents.</p>	<p>SENDco</p>	<p>On going</p>	<p>Pupils with disabilities make good or excellent progress</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Street Disabled parking in Kirk Road</li> <li>• Disabled toilets</li> <li>• Visualizers in each class</li> </ul>	<p>Maintain the following to ensure they are in good working order and ready for use if needed:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width including door stoppers</li> <li>• Disabled toilets</li> </ul>	<p>Ongoing contracts to be agreed.</p>	<p>Site Officers</p>	<p>On going</p>	<p>School is accessible and meets the needs of pupils.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage for visual timetables</li> <li>• Large print resources – if necessary</li> <li>• Visualizers in each classroom</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure that our information is accessible for pupils with a disability</p>	<p>Signage to be extended into communal areas, if and when appropriate</p>	<p>SENDco Class Teachers</p>	<p>On going</p>	<p>Children can access signage and information</p>