ACCESSIBILITY PLAN

July 2025 – July 2028

Eureka Primary School

	Date	Minute No.	Review date
Approved by Governors	15/07/2025	16/15.07	July 2028

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

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 school curriculum.**
- **Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**
- **Improve the availability of accessible information.**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan sets out how and when the school will address the priorities identified.

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.

Eureka Primary School is a vibrant place that seeks and nurtures the talent in all, where everyone reaches their full potential. We believe it is an entitlement to equip every child, regardless of background or ability, to be the best they can be. Our school is a happy place where children feel safe, happy and comfortable; showing kindness, respect, empathy and tolerance towards one another. Inclusion is at the heart of our school and community and we ensure we provide equality and excellence for all in order to promote the highest possible standards of achievement. We recognise and celebrate differences; we treat all fairly and we strive to eliminate discrimination if / when it occurs. Equality applies to all members of our school community: children, staff, governors, parents / carers and our community.

Our accessibility plan supports our vision and values. The plan is available on our school website and paper copies are available upon request. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We work with Derbyshire County Council to implement our plan. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility at Eureka Primary School, this procedure sets out the process for raising these concerns.

Increase the extent to which disabled pupils can participate in the school curriculum.

Currently in place:

- ✓ Our curriculum is inclusive with all children learning and following our long and medium term plans in all subjects. Learning for those children who require targeted / specific differentiation, will complete the same units / themes / topics but at the year group / level they are achieving at.
- ✓ All teachers are teachers of children with SEND. There is clear guidance and support from our SENDCo to differentiate the curriculum for all children who need it.
- ✓ There is a strong focus on the explicit teaching of vocabulary, with opportunities to pre-teach, and use a multisensory approach for all those children who need it.
- ✓ Working Walls and classroom resources support inclusion for all children, with individualised resources provided / created / purchased.
- ✓ Targets are set effectively, linked to medium and long term outcomes, and are appropriate for children with additional needs.
- ✓ Curriculum progress and academic achievement is tracked and analysed for all children, including those with SEND.
- ✓ Transition meetings and plans are put in place with nurseries / playgroups as well as primary and secondary schools, meeting with our SENDCo to ensure provision is in place or the next school are fully informed of a child's needs.
- ✓ Children and parent / carer views are collected through questionnaires. Results are collated, analysed, shared and actions taken, where necessary.
- ✓ SENDCo ensures provision is in place for all children who have additional needs. Additional funding is requested and accessed when relevant. Annual reviews are held to ensure provision is adequate and positively impacting on learning and accessing our curriculum.
- ✓ Sensory resources and support aids available in all classrooms and for all pupils as required.
- ✓ Disabled pupils and those with additional needs attend events and school trips. Relevant risk assessments and adaptations are made where necessary.

ACTION	REASONS	LEAD PERSON(S)	TIMESCALE	MONITORING
Increase staff expertise in making adjustments to maximise inclusion, including Quality First Teaching Strategies and Wave 2 and 3 strategies.	To ensure provision in place is effective and up to date in order to support and progress learning and achievement for SEND pupils.	SENDCo Class Teachers	On-going: updated every term	Provision Maps SEND Assessment Tracking IEPs Pupil Progress Meetings CPD Log
Continue to develop child-centred approach.	SEND children are involved in their learning journey and their needs are taken into account and catered for.	SENDCo Class Teachers Teaching Assistants	On-going: termly	SEND one page profile Questionnaires IEPs Include in Review Meetings
Ensure that Breakfast Club and After School Clubs are accessible for all and needs are catered for.	SEND children are involved in all aspects of school life.	SENDCo PP Lead Sports Lead	On-going	BC Registers ASC Registers

Ensure that school trips, including the Residential, are accessible to all children.	SEND children access opportunities to support learning and social development.	Headteacher SENDCo Teachers	On-going	IEPs EHCP, GRIP Plans etc Risk Assessments

Improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Currently in place:

- ✓ Entry to the school grounds and buildings are flat or via ramps.
- ✓ There is a ramp to provide access to the main reception area and the outside classroom.
- ✓ Where there are steps to access the school building, these are edged with yellow paint for visibility (these are repainted when required).
- ✓ There are yellow hand rails to the main reception and outside two classrooms on the playground.
- ✓ Corridors are wide enough for walker and wheelchair users (this would have to be managed due to limited space).
- ✓ There is a large room that has a disabled toilet and hoist facilities (this is disabled when not required).
- ✓ Library shelving is at accessible height for majority of children.
- ✓ Fire Escape Routes are suitable for all, with individual children supported. Risk assessments are in place for those children who need them.
- ✓ All classrooms are fitted with blinds.
- ✓ Teachers position classroom furniture with respect to access needs of learners and in line with health and safety requirements.
- ✓ Additional equipment / resources to support individual needs are accessed, e.g. specialised chair, hearing sound system, sloping writing tray etc as well as school purchasing pencil grips, concentration aids etc.
- ✓ A calming space is available for individual pupils who need it.
- ✓ Risk Assessments may refer to physical access when relevant.
- ✓ Transition meetings and plans are put in place with nurseries / playgroups as well as primary and secondary schools, meeting with our SENDCo to ensure provision is in place or the next school are fully informed of a child's needs.
- ✓ Children and parent / carer views are collected through questionnaires. Results are collated, analysed, shared and actions taken, where necessary.

ACTION	REASONS	LEAD PERSON(S)	TIMESCALE	MONITORING
Ensure all classroom environments are responsive to sensory and physical needs.	Children feel safe, nurtured and supported in their learning and classroom environment.	SENDCo Class Teachers Teaching Assistants	On-going	Provision maps IEPs Health & Safety Audit Sensory audits to be carried out as needed Physical audits to be carried out as needed

Any planning for refurbishments or improvements to the building will take into account the needs of pupils, staff and visitors, to include aspects such as lighting, colour schemes, noise dampening, door width.	The school building and grounds are accessible for, and by, all and are maintained.	Headteacher Caretaker DCC	On-going	Caretaker monitoring checks Heath & Safety Audit
Maintain outside steps highlighted in yellow non-slip paint.	Children and adults are able to clearly see steps (access into school) at all times.	Headteacher Caretaker	On-going: reviewed termly	Visual checks Health & Safety Audit
Ensure that car park and paths around the school are as safe and accessible as possible.	Minimise any reasons to limit access or areas where accidents can happen.	Headteacher Caretaker DCC	On-going	Visual checks Health & Safety Audit EHCP, GRIP Plans etc
Develop playground and outdoor play facilities.	All children can be physically active safely when outside.	Headteacher Caretaker Sports Lead		Visual checks Health & Safety Audit Sports & PE Strategy Pupil Voice EHCP, GRIP Plans etc

Improve the availability of accessible information.

Currently in place:

- ✓ Website is user friendly with a page specific to SEND, which is clearly laid out with our SEND Local Offer.
- ✓ Parent / carer specific SEND page on the website containing support sheets and advice.
- ✓ A leaflet informing parents / carers about our SEND provision, with a focus on being reader-friendly, is available.
- ✓ Staff are supported to use multisensory approaches in the classroom and across the curriculum: visual, auditory and kinaesthetic.
- ✓ Follow and implement advice from outside agencies, such as Behaviour Consultant, Autism Outreach and Educational Psychology.
- ✓ Share best practice in inclusive adaptations: Dyslexia-Friendly approaches.
- ✓ Transition meetings and plans are put in place with nurseries / playgroups as well as primary and secondary schools, meeting with our SENDCo to ensure provision is in place or the next school are fully informed of a child's needs.
- ✓ Children and parent / carer views are collected through questionnaires. Results are collated, analysed, shared and actions taken, where necessary.

ACTION	REASONS	LEAD PERSON(S)	TIMESCALE	MONITORING
Improve access to information for pupils.	All children can access information and learning in school easily.	Headteacher SENDCo Teachers	On-going	IEPs EHCP, GRIP Plans etc Ordering of resources

Improve access to information for parents, carers and visitors.	All adults can access information re school easily.	Headteacher School Office	On-going	Documents Website
Medical needs and Medical Care Plans are shared as needed with staff and support inclusion for all children.	Medical needs, plans and processes are in place to ensure all are catered for appropriately and in line with advice.	Headteacher SENDCo First Aid trained Staff Teachers	On-going	Administering medicines policy Individual Care Plans