East Sheen Primary School

Accessibility Plan

Approved by:	Resources Committee	**Date:** Autumn 2026
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2029	

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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 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

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.

East Sheen Primary School prides itself on being an inclusive school and welcomes students with a variety of physical and neurodiverse needs. We are ambitious for all our pupils.

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. This includes engaging with partners under the local offer for students with special educational needs or disabilities.

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 disabled pupil faces in comparison with non-disabled pupils. 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 PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	• Use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Using the CLPE's 'Reflecting Realities' report to help ensure representation of those with different disabilities and ethnicities in key texts. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Ofsted 2023 report recognised the ambitious curriculum for all, which was appropriate and noted that teachers were 'skillful' in adapting to meet the needs of all students.	• Ensure support staff and teaching staff have adequate expertise to meet the needs of all learners in accessing the curriculum. • Ensure resourcing is appropriate to enable curriculum delivery to all learners. • Ensure that all learners have access to a broad and balanced curriculum regardless of disability.	• Staff CPD and INSET programme to focus on supporting all staff (teachers and support staff) in skills to support adaptive teaching and the teaching of students with disabilities, e.g. support staff OT training • Curriculum leaders to ensure resources enable access (for example through using Widget online programme to develop learning resources). • Create intervention timetables and opportunities that support learners in keeping up with objectives and not excluding any learner from an aspect of the curriculum.	• Harry Page (HT -CPD) • Ronni Thorp (SLT – curriculum); Victoria Strang (AHT – curriculum) • Maddie Jensen (SENCO – interventions); • Em Chaplin (Intervention Teacher)	• Ongoing CPD. • Intervent-ions set in Autumn term and reviewed half termly.	Staff are able, through research-informed training and appropriate resources, to deliver quality first teaching to deliver a broad, engaging and ambitious curriculum for all.
Improve and maintain access	• Direct access to most rooms from outside with	• Improve lighting so that it is	• New library design and layout	• Victoria Strang and	• Autumn 2026	Site remains accessible to all

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
to the physical environment	doors that are accessible to wheelchair users. • Ramps available for all routes internally and externally on the ground floor. • Lift access to first floor classrooms in Putney Block. • Risk assessments and personal emergency evacuation plans (PEEPs) in place for students and staff as appropriate.	consistently optimal across school. • Improve access to outdoor learning opportunities. • Improve access in both libraries.	(KS1 and KS2) allows for easier access for wheelchair users • Develop vegetable growing area of school and on the Hertford Allotment site, so that all students can access this area, including the use of raised and adjustable planters, accessible for wheelchair users. • Plants chosen in the outdoor area that will be beneficial to those with sensory needs, including new bid received to replant behind the Hertford Building. • 'Attenborough at 100' grant applied for a raised pond area.	Becky Webster • Harry Page and Becky Webster (with Accent Catering) • Emily Goodwin and Becky Webster	• ongoing • Spring 2027	stake-holders and all pupils are able to access the newly installed library spaces and outdoor learning spaces

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille – where appropriate, it is brought in. • Pictorial or symbolic representations	• Improve the signage around school for those with neurodiversity	• Use of Widgets to introduce consistent signage around school to indicate directions and room designations.	• Polly Jones and Maddie Jensen	• ongoing	School users recognise a common, accessible format of signage around school.

4. 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 the resources committee.

5. Links with other policies

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

- Teaching and Learning Policy
- Equality information and objectives statement (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion and Special Education Needs and/or Disability Policy
- Inclusion Strategy
- Health and Safety policy
- Risk assessments as necessary