



Uplands Manor Primary School

Accessibility Plan

Approved by Governors: 22nd October 2025

Review period: 3 years

Next review: October 2028

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.

Uplands Manor is a fully inclusive school. We are committed to meeting the needs of all children in our school and develop their full potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Staff are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

This 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, 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 GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE |
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| To develop vision and values that inform the accessibility plan | <p>Staff are welcoming of all children, including those with disabilities</p> <p>Regular staff training to update and provide information about SEND and disability.</p> <p>School vision promotes high expectations for all children and that all children are included.</p> | <p>Our vision and values reflect stakeholders' views surrounding inclusion and accessibility.</p> <p>All staff and governors have a good understanding of different disabilities and how to ensure that curriculum and activities are accessible.</p> <p>All children with SEND will have full access to school activities/ visits.</p> <p>SEND policy reflects vision for accessibility and inclusion.</p> | <p>SENCO to provide training for new staff/ governors</p> <p>Information about disability and SEND given to all staff</p> <p>SENCO to be undertake or approve risk assessments for SEN pupils to ensure full access to all school activities</p> <p>Ensure that all appropriate staff have appropriate disability awareness training</p> <p>Review SEND policy to ensure vision is clear.</p> | <p>INCLUSION TEAM</p> <p>SLT</p> |

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| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school aims to offer 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 from diverse backgrounds including those with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets set are made SMART and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils</p> | <p>All lessons will be appropriately differentiated to meet the needs of the children.</p> <p>All areas of learning will be adapted to meet the needs of individuals (clubs, interventions, trips etc).</p> <p>Staff will have a good understanding of how to use assessments and outside agency reports to inform access to teaching and learning.</p> <p>Staff will have a good understanding and knowledge of different strategies to support children with disabilities.</p> <p>Staff will have a good understanding of children's starting points and the barriers that they face.</p> | <p>Inclusion team to continue to review accessibility of all pupils in relation to their needs.</p> <p>Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels.</p> <p>Provide training to develop understanding of differentiation.</p> <p>Further training for staff in how to use assessment to support the provision for SEND.</p> <p>Ensure that SEND are supplied with appropriate aids to allow for access to the school curriculum.</p> <p>Ensure that maximum use is being made of ICT to maximise</p> | <p>INCLUSION TEAM</p> <p>SLT</p> |
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| | | <p>School to have available all the appropriate aids and resources needed to support children with disabilities.</p> <p>Staff will have a good understanding of medical needs and the impact this has on a child's learning as well as how to meet any medication or treatment requirements.</p> | <p>progress and opportunity for all.</p> <p>Work with LA advisers, specialist teachers and local special schools to remove specific barriers for disabled pupils</p> <p>Ensure that all staff have an understanding of the '10 points of good communication' in relation to the development of speech and language skills</p> <p>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</p> <p>Review all out-of -school provision to ensure compliance with legislation</p> <p>Ensure up-to-date procedures and practices based on LA guidelines for administering</p> | |
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| | | | Medication and first aid– School Nurse to support. | |
| | | | Manual handling, CPI-SI, First Aid and Medical training where necessary. | |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Yellow edging on stairs • Elevators / stair lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hand rails • Library shelves at wheelchair-accessible height | <p>Children and adults will be able to access all areas of school that they need to safely and with ease.</p> <p>Children to have their sensory needs met safely and appropriately.</p> | <p>Site managers to maintain contrasting colours.</p> <p>New signs to be added when needed</p> <p>Ramp/ stairlift to be maintained and monitored.</p> <p>Professional ramps to be accessible. Signage to show how it can be accessed and where it is.</p> <p>In house trainers to provide training where needed.</p> <p>In house EVAC trainers to provide training.</p> | <p>INCLUSION TEAM</p> <p>SLT</p> |

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| | | | <p>Emergency evacuation plans to be shared with all staff.</p> <p>Sensory rooms to be maintained and monitored closely.</p> | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources on request • Soundfield system in the classroom • Pictorial or symbolic representations | Information will be accessible by all children and adults, regardless of their disabilities/barriers. | <p>Develop communication systems to ensure they meet the needs of all children and adults.</p> <p>Where this is more difficult, ensure face to face meetings and information sharing is in place.</p> | <p>INCLUSION TEAM</p> <p>SLT</p> |

Timescales will vary and monitoring will be ongoing. All objectives should be achieved by the next review of the plan.

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 Governing Body.

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
- Supporting pupils with medical conditions policy
- Intimate Care policy