



Accessibility Plan

Slimbridge Primary School

Approved by:	FGB	Date: 8 th April 2025
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Reviewed by:	Lisa Hillman (Headteacher)	

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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

➤ Vision:

Our school is committed to creating an **inclusive school community** that empowers '**GREAT**' citizens of tomorrow. Through our core values of **Generosity, Resilience, Empathy, Achievement, and Teamwork (GREAT)**, we strive to provide an environment where all students, staff, and visitors—regardless of ability or background—can fully participate in school life.

1. Generosity – A Welcoming and Supportive Environment

- We foster a culture of **kindness and support**, ensuring that all members of the school community feel valued and included.
- We provide **accessible learning resources**, including assistive technology and differentiated materials, to meet diverse needs.
- Our staff are trained to **recognise and address barriers** that may affect students with disabilities.

2. Resilience – Overcoming Barriers

- We are committed to **identifying and removing physical, educational, and social barriers** that impact participation.
- We provide **targeted interventions** and personalised learning plans to support students with additional needs.
- We equip students with the **skills and confidence** to advocate for themselves and persist in the face of challenges.

3. Empathy – Understanding and Respecting Differences

- We promote **awareness and understanding** of disabilities through our curriculum, assemblies, and community initiatives.
- Our school policies reflect a **commitment to fairness and inclusion**, ensuring that reasonable adjustments are made for those who need them.
- We celebrate **diversity and individuality**, recognizing the strengths that different abilities bring to our school community.

4. Achievement – Unlocking Potential

- We believe **every student can succeed** and provide the necessary support to enable high aspirations.
- Our 'Take Flight Curriculum' is designed to be **accessible and ambitious**, ensuring that all students can reach their full potential.
- We use **inclusive assessment practices** that allow students to demonstrate their learning in a variety of ways.

5. Teamwork – A Collective Commitment

- We work collaboratively with **students, parents, staff, and external specialists** to provide the best support possible.
- Our school actively seeks **partnerships with local organizations** to enhance accessibility and inclusion.
- We encourage **peer support and mentoring** to foster a strong sense of community and shared responsibility.
- We work closely with other organisations to provide charitable donations, fundraising and supporting those who would like to volunteer and give back to their community

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, 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 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	<ul style="list-style-type: none">• Our school offers a differentiated curriculum for all pupils• We use resources tailored to the needs of pupils who require support to access the curriculum• Curriculum resources include examples of people with disabilities• Curriculum progress is tracked for all pupils, including those with a disability• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to make sure it meets the needs of all pupils		<ul style="list-style-type: none">• To purchase additional reading books for pupils that show diverse representations in society	Books purchased which show diverse societal representations and those with a range of SEND	Headteacher/SLT/SENDCO	December 2025	Additional books will be available for children to read that demonstrate the full range of diversity

Improve and maintain access to the physical environment with disabled ramps to outside buildings	<p>Our school offers a hygiene suite for disabled changing, including a hoist</p> <p>We have ramped access to most teaching spaces</p> <p>We have disabled access to the staff car park</p> <p>Additional ramps are required to access the music room and Holt.</p> <p>The library is inaccessible for wheelchair users as it is on a mezzanine level.</p> <p>Our pond in the school grounds is inaccessible to wheelchair users</p>	<ul style="list-style-type: none"> • To provide access to the Holt Therapy Cabin for wheelchair users • To provide access to the music room for wheelchair users • To consider wheel chair access to the pond area • To create an all-weather track around the field for a wheelchair user to access all year round • Conduct feasibility of alternative access solutions to the library 	<p>Obtain funding/approval for ramp installation</p> <ul style="list-style-type: none"> • Ramps constructed with appropriate handrails and surfacing • Pond accessibility • Identify suitable track materials e.g. rubberized or compacted gravel • Obtain cost estimates and approvals • Consider reconfiguring library space for ground floor access or creating an additional ground floor library space 	Headteacher/SENDCO	October 2025	Wheelchair users can access Holt therapy cabin
				Headteacher/SENDCO	March 2027	Wheelchair users can access music room
				Headteacher/SENDCO	June 2027	Wheelchair users can access pond area
				Headteacher/SENDCO/ Finance Officer	July 2028	Wheelchair users can access field
				Headteacher/SENDCO/ Finance Officer	December 2025	Wheelchair users have access to library

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
				(or boxes of books on the ground floor)			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (emotion cards) <p>We would need additional support from the Advisory Teaching Service to provide:</p> <ul style="list-style-type: none"> • Braille • Induction loops 		<ul style="list-style-type: none"> • To contact the Advisory Teaching Service for support if a pupil needs braille or induction loops 	None - unless a child or parent needs this additional support	Headteacher	When necessary	Braille resources are available

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 headteacher, Lisa Hillman, and then will be reviewed by the Governing Body.

It will be approved by the FGB.

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
- Supporting pupils with medical conditions policy