

Girton Glebe Primary School

Accessibility Plan

Approved by Headteacher	September 2025
Review cycle	Every 3 years

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1. Aims

Schools are required under the [Equality Act 2010](#) to prepare and implement an accessibility plan. The purpose of this 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 the education, benefits, facilities, and services provided
- Improve the availability of accessible information for disabled pupils

Our school aims to treat all pupils fairly and with respect. This includes providing access and opportunities for every pupil, without discrimination of any kind.

The accessibility plan will be published on the school website, and paper copies will be made available on request.

We are committed to ensuring that all staff receive appropriate training on equality issues, including their responsibilities under the Equality Act 2010 and matters relating specifically to disability.

Our school's complaints procedure applies to the accessibility plan. If you have any concerns regarding accessibility within the school, the procedure explains how these concerns can be raised and addressed.

2. Legislation and guidance

This document complies with the requirements of [Schedule 10 of the Equality Act 2010](#) and reflects the [Department for Education \(DfE\) guidance](#) for schools on implementing the Equality Act 2010.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, *long-term* is defined as lasting *a year or more*, and *substantial* is defined as *more than minor or trivial*. The definition of disability also includes sensory impairments, such as those affecting sight or hearing, as well as long-term health conditions including asthma, diabetes, epilepsy, and cancer.

Schools have a duty under the Equality Act 2010 to make *reasonable adjustments* for pupils with disabilities, in order to reduce or remove any substantial disadvantage they may experience compared with their non-disabled peers. These adjustments may include, for example, providing auxiliary aids or making changes to the physical environment.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Complete by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources, including ICT, to make reasonable adjustment for the identified needs of pupils who require support to access the curriculum. 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 ensure it meets the needs of all pupils.	Ensure all teachers and TAs have all the necessary for the needs of the children, e.g. Autism, SALT, dyslexia, epilepsy and motor development.	SENCO to monitor and ensure staff offered appropriate support and training as required.	SENCO Assistant SENCO	Ongoing	Staff working with children with specific needs have the best information for supporting the children.
Increase access to extra-curricular activities and visits, including residential trips for pupils with a disability.	Extra-curricular activities can be accessed by all children, with adaptations as necessary.	Extra-curricular activities to be allocated in the same way for all pupils. Children requiring additional support will be identified and supported	Clubs coordinator to liaise with SENCO over needs of children allocated to clubs.	SENCo/ Head teacher, teachers.	Ongoing	Pupils with additional needs will be able to successfully access extra-curricular activities.

	All visits to be planned to ensure access to all pupils, e.g. through additional 1-1 support, adaptation of activities, access to transport or additional preparation for the visit.	appropriately. Planned visits, will take into account the needs of specific pupils. Children with additional needs will be able to access residential visits.	Staff to consider the additional needs of their children when planning trips and seek advice from SENCO if needed. Staff to work with Head, SENCo, parents and pupils to plan appropriate provision for children to be able to access residential visits.		As required	Pupils with additional needs or disabilities will be able to attend visits, including residential trips.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Accessible paths to both school gates. • Doorways left clear at all times.	All classrooms are set out to enable anyone with additional needs to move around in the way they need to. Maintenance of the disabled toilet and equipment, such as changing bench.	H&S walks to check all access points. Site manager to ensure facilities are appropriately maintained.	Head teacher and Trust Lead	Ongoing	Anyone with additional needs can access areas of the school as they need to. Disabled toilet facilities, changing bench and grab rails are always in good working order.
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	Signage including picture signage is not obscured.	Site manager to check signage is not obscured and remedy as necessary.	Head teacher and Trust Lead	Ongoing	Pupils are able to access information across the school that is appropriate to them.

	- Large print resources/coloured pages - Pictorial or symbolic representations	Children who need access to different print/background colour any able to access this as needed.	SENCO to ensure that children requiring information differently are provided with it.	SENCo	Ongoing	Children have access to information in appropriate size and colour print.
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary and is approved by the Head of School.

5. Links with other policies

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

- ELA Risk assessment policy
- ELA Health and safety Policy
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible.	Ensure all corridors remain clear to allow easy access.	Site Staff	Ongoing
Parking bays	Disabled parking bay.	Disable parking bay to be kept clear unless authorised person is using it.	Office Staff	Ongoing
Entrances	Doors opened by the office staff. Buzzer outside to call office.	Exit buzzer is too high for a wheelchair user but office staff can assist	Office Staff	Ongoing
Ramps	Ramp up to main entrance including grab rail. No other ramp access to the back of the building. Level entry to playground and KS1 classrooms/ main corridor.	Step between EYFS classroom and outdoor area would require ramp for access	EYFS Team Site	As required
Toilets	Disabled toilet and changing facility.	Ensure area remains clear to allow easy access.	Site Staff	
Reception area	Open plan area with seating.	Ensure area remains clear to allow easy access.	Office Staff	Ongoing

Internal signage	Disabled toilet and green exit signs.	Ensure signage remains intact.	Site Staff	Ongoing
Emergency escape routes	Routes to large field at rear for fire assembly point and assembly point by swimming pool.	Upper KS2 classrooms - fire exits floor level from main hall but Oak Class does have a stepdown from both exits. Lower KS2 Classrooms - stepdown to Forest School side, but main corridor fire exit floor level Communal spaces – Library, Community Room and Nurture Room all have stepdown at fire exit point. All have floor level exits via corridors. KS1 classrooms – Fire exits at floor level EYFS – Fire exit has a stepdown in the classroom but floor level exit via corridor Cottontails – Floor level exit	Fire Marshall and SLT	Ongoing