

Gamesley Primary and Nursery School

Accessibility Plan

September 2026



To be reviewed by the end of September 2029

1. Introduction

This Accessibility Plan has been prepared in accordance with Schedule 10 of the **Equality Act 2010**, which requires schools to plan strategically to increase access to education for disabled pupils. Schools must develop and implement plans 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;
- Improve the availability of accessible information for disabled pupils. [\[legislation.gov.uk\]](#), [\[gov.uk\]](#)

Gamesley Primary and Nursery School is committed to providing a fully inclusive environment where all pupils, staff, parents, carers and visitors are valued and treated with dignity and respect.

We are committed to removing barriers to participation and ensuring equality of opportunity for all members of our school community.

2. Definition of Disability

Under the **Equality Act 2010**, a person is considered disabled if they have:

"a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." [\[gov.uk\]](#), [\[legislation.gov.uk\]](#)

The Act places duties on schools to make reasonable adjustments and avoid discrimination against disabled pupils. [\[gov.uk\]](#), [\[councilfor...ren.org.uk\]](#)

3. Vision and Aims

At Gamesley Primary and Nursery School we aim to:

- Ensure equality of opportunity for all pupils.
 - Promote a culture of inclusion and belonging.
 - Remove barriers to learning and participation.
 - Enable all pupils to access a broad and balanced curriculum.
 - Work collaboratively with parents, carers and external agencies.
 - Ensure that disabled pupils are fully included in all aspects of school life.
 - Meet our duties under the Public Sector Equality Duty and Equality Act 2010. [\[gov.uk\]](#), [\[gov.uk\]](#)
-

4. Current Accessibility Arrangements

Physical Environment

The school currently benefits from a range of accessibility features including:

Main Building and Classrooms

- Wide entrances and exits suitable for wheelchair access.
- Accessible toilet facilities.
- Changing facilities with hoist provision.
- Wide corridors.
- Low-level door handles.
- Automatic door-opening systems.
- Wheelchair lift access between levels.
- Handrails where appropriate.

Hall and Dining Areas

- Step-free access to the main hall.
- Accessible access to dining facilities and servery.

Outdoor Areas

- Ramp access between playground levels.
- Handrails on steps.
- Accessible pathways around the school site.
- Access routes to field and outdoor learning areas.
- Designated disabled parking space.
- Pedestrian pathways separated from vehicle access.

The school will continue to review accessibility through ongoing site inspection and maintenance programmes.

Curriculum Accessibility

The school provides access to a broad and balanced curriculum through:

- Quality First Teaching.
- Adaptive teaching approaches.
- Individual SEND Support Plans and Education, Health and Care Plans (EHCPs).
- Specialist intervention programmes.
- Access to external agencies.
- Reasonable adjustments.
- Specialist equipment where required.
- Use of assistive technology.
- Adapted resources and learning materials.

- Appropriate exam and assessment access arrangements.

Information Accessibility

The school provides information in a range of formats where required, including:

- Large print.
- Electronic communication.
- Simplified language.
- Visual supports.
- Translation services where appropriate.

Parents are encouraged to contact the school if alternative formats are required.

5. Accessibility Action Plan 2026-2029

Objective 1: Improve Access to the Curriculum

Action	Responsibility	Timescale	Success Criteria
Review curriculum provision to ensure inclusion and accessibility for all pupils.	Headteacher / SENDCo	Annual	Curriculum plans identify and address potential barriers.
Deliver staff training on adaptive teaching, SEND and disability awareness.	SENDCo	Ongoing	Staff confidence and knowledge increases.
Ensure appropriate specialist advice is sought when required.	SENDCo	Ongoing	Recommendations are implemented effectively.
Provide resources and assistive technology to support identified needs.	SENDCo	Ongoing	Pupils access learning independently where possible.
Ensure all educational visits and residential visits are accessible through reasonable adjustments.	Educational Visits Coordinator	Ongoing	All pupils can participate wherever reasonably possible.
Monitor participation in clubs, enrichment activities and leadership opportunities.	Senior Leaders	Termly	Disabled pupils are represented proportionately.

Objective 2: Improve the Physical Environment

Action	Responsibility	Timescale	Success Criteria
Conduct annual accessibility audit of the site.	Headteacher / Site Manager	Annually	Accessibility issues identified and addressed.

Action	Responsibility	Timescale	Success Criteria
Maintain wheelchair access routes across the site.	Site Manager	Ongoing	Access routes remain safe and accessible.
Service and maintain lifts, hoists and changing facilities.	Site Manager	Ongoing	Equipment remains fully operational.
Review classroom layouts when pupils with additional physical needs are admitted.	SENDCo / Teachers	As required	Appropriate access arrangements in place.
Improve signage using clear symbols and visual support where appropriate.	Site Manager	By July 2027	Navigation around the school is improved.
Consider accessibility requirements in all future building and refurbishment projects.	Governors / Headteacher	Ongoing	Accessibility embedded in capital planning.

Objective 3: Improve Access to Information

Action	Responsibility	Timescale	Success Criteria
Review accessibility of school communications.	Headteacher	Annual	Communications are clear and accessible.
Provide information in alternative formats on request.	Office Manager	Ongoing	Requests met promptly.
Ensure website content remains accessible and compliant with current regulations.	Website Lead	Ongoing	Website accessibility maintained.
Increase use of visual supports across school communication.	SENDCo	Ongoing	Improved accessibility for pupils and families.
Seek feedback from parents and pupils regarding accessibility.	Governors / Senior Leaders	Annual	Feedback informs future improvements.

6. Staff Training

The school recognises that accessibility is not solely about buildings but also about attitudes, knowledge and practice.

Staff training will include:

- Equality Act 2010 responsibilities.
- SEND and inclusion.
- Adaptive teaching strategies.
- Medical needs.
- Supporting pupils with sensory and physical needs.
- Accessibility and reasonable adjustments.
- Emergency evacuation procedures.

Training needs will be reviewed annually. [\[gov.uk\]](https://www.gov.uk), [\[councilfor...ren.org.uk\]](https://www.councilforren.org.uk)

7. Emergency Evacuation Procedures

The school has established evacuation procedures for all users of the site.

Where a pupil, member of staff or visitor requires additional support during evacuation, an individual **Personal Emergency Evacuation Plan (PEEP)** will be developed and reviewed regularly.

Individual needs will be considered in consultation with pupils, parents, staff and relevant professionals.

8. Monitoring and Review

This plan will be monitored by:

- Executive Headteacher
- SENDCo
- Governing Board

Progress against the objectives will be reviewed annually and reported to governors.

The plan will be formally reviewed and renewed every three years in accordance with statutory expectations. [[kts-academy.org.uk](https://www.kts-academy.org.uk)], [[gov.uk](https://www.gov.uk)]

9. Availability of the Plan

The Accessibility Plan will be:

- Published on the school's website.
- Available from the school office on request.
- Made available in alternative formats when required.