

REGENTS PARK COMMUNITY PRIMARY SCHOOL

Accessibility Policy and Plan 2026 – 2029



Approved by: The Governing Board

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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.

The school will not discriminate against a pupil with a disability in terms of admissions, education and associated services or exclusions. A disabled pupil, or prospective pupil, will not be treated less favorably than another, for a reason related to his/her disability and without justification.

We are committed to ensuring inclusion and equality of education and opportunity for all disabled pupils. We aim to develop a culture of inclusion and diversity in which people feel safe to disclose their disabilities and participate fully in school life. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The achievement of disabled pupils will be monitored and reviewed in order to raise standards and ensure all have access to the curriculum, environment and accessible information.

We will make reasonable adjustments to the curriculum, environment and access to information when required.

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 governors.

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 Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for all pupils with a disability	• Our school offers adaptations to the curriculum for children who require adaptations • A sensory curriculum is provided for children to develop their communication and social interaction skills • Staff use resources tailored to meet the needs of children who require support to access the curriculum • Support is given through Individual Target Plans, SEN Support Plans or Personal Education Plans • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including	To ensure all children with disabilities have access to a curriculum that is adapted in order to meet their individual needs Review the curriculum to ensure it meets the needs of all children with disabilities	• Identify staff training needs and source training/trainers to deliver specialist training - Level 1 and 2 Autism Training through the DLP project, developing a Sensory Curriculum within school and improving Speech, Language and Communication, Makaton	Anna Turner Inder Paddem	Autumn Term 2026 Ongoing each term	Children with disabilities will be included in all areas of school including clubs and trips Children will have equal access to the curriculum as their peers
			• SEND team to support staff in planning activities to effectively support children with Autism • SENDCo to write one page profiles for children with high level SEND need • Ensure staff are using visual aids such as visual timetables, now and next boards, task boards, symbol cards, enlarged print for VI, copies of own resources, ear defenders, assistive technology, talk partners and explicit instruction	Anna Turner Inder Paddem Class Teachers	Autumn Term 2026 Spring Term 2027 Summer Term 2026	Staff make adaptations to the curriculum Children make progress from their starting points
			Anna Turner Class Teachers			
			Class Teachers			

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	those with a disability		- Adapt curriculum activities and resources to remove barriers to learning - Give opportunities for children to record their work in a variety of ways, flexible timetabling and groupings, use of additional adults - Make links with Special Schools and Resource Base Units to observe and adopt good practice. Work alongside SOS - Collaborate with other settings in order to enhance inclusive practice - Invest in resources, posters and books to highlight diversity and inclusion - Engage in Focus weeks to raise the profile of equality and (PD, HI, VI, CAT, Mental Health)	Support Staff Anna Turner All staff		
Improve and maintain access to	The environment is adapted to the needs of pupils as required. This includes:	To ensure there is access to the physical environment for all disabled users	BSS and SLT to audit the internal and external physical environment	Paul Bryan SLT	Termly	Children, Parents and Carers, Staff and Visitors to school

AIM	CURRENT PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
the physical environment	• Ramps for wheelchair access • Interior lift access • Exterior lift access • Disabled parking bays • Disabled toilets and changing facilities • Evacuation chair and training for staff on how to evacuate children with PD safely in the event of a fire • Sensory room • Pastoral room • Peer mediation hut • Individual work stations • Magnetic Fire Doors • Flexible use of classrooms		• Inspect the review entrances, exits, trip hazards such as mats • Contrasting edging strips to be maintained, use of contrasting matt paint, use of non-slip flooring • BSS to ensure there is appropriate lighting for good visual access (VI) • BSS to ensure appropriate furnishings are used in order to reduce noise (HI) • Maintain specialist audio equipment • Appropriate tables and chairs for pupils with physical • Library shelves at wheelchair-accessible height • BSS to research costs for power assisted doors • Physical Difficulties team to contribute to Personal Education Plans for PD children • Specialist equipment to be maintained by	Paul Bryan Paul Bryan and Greg Marlowe Anna Turner Specialist Support Services Physical Difficulties Team		have access to the building. Children can access the environment independently

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			physiotherapists, audio technicians • Safe spots/friendship areas • Risk Assessments for children and staff with disabilities			
Improve the delivery of information to pupils, parents, carers and staff with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Interpreters when required • Personal laptops or devices for individual children • Information is communicated in a range of ways such as newsletters, letters, twitter, text messages,	• To provide information that is accessible to all school users	• Sensitive collection, review and transfer of information for staff, families and community members • On request provide enlarged copies of communication • Improve all signage around school • Risk assessments for individual pupils for onsite and offsite to be shared with staff, children and parents • Personal Education Plans to be shared with staff, children and parents	SLT Office Staff Building Site Manager Inder Paddem Anna Turner Paul Bryan	Ongoing As and when required September 2026 - ongoing	Children, Parents and Carers and staff have equal access to information

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	telephone, personal contact, meetings including ITP review meetings • Use of Google translate • Allergy information circulated to all staff including LTS and Kitchen staff					

4. Monitoring arrangements

This document will be reviewed every 3 years but will be reviewed and updated annually.

It will be approved by The Governing Board

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