



Southfields Primary School

Accessibility Plan

Statutory Policy approved by the Headteacher

Date agreed: 17th September 2025

Review Date: September 2028

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

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

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.

At Southfields Primary School we believe that all children are entitled to a broad, balanced and relevant curriculum. All children are encouraged to have outstanding merit and participate in both the social and academic life of our school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability. We believe education is the key to a better future for all our children and we are committed to ensuring that every child has the opportunity to access an outstanding memorable curriculum and opportunities within and beyond our school.

The school is aiming to personalize learning for all children, making education more responsive to the diverse needs of individual children and raising the achievement of the many children who are considered to have disabilities. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with disabilities and their families. 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.

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. Current Provision

The school SEND policy ensures that staff identify, assess and arrange suitable support for pupils with disabilities and special educational needs. Working with the Local Authority and other professionals, the SENDCo manages the Educational Health Care Plan process, ensuring additional resources are available where appropriate.

Staff are highly aware by effective communication of the issues faced by our SEND pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

We are also constantly looking at ways to enhance the environment to meet the needs of all pupils.

The school works closely with specialist services including:

- Speech and Language Therapists
- Health Advisory and Support Service, including: school nurse, ADHD and Autism outreach teams.
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Learning Support Service and Educational Psychologist

4. Provision in an emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Signed on behalf of the Governing Body:



Sarah Mathlin
Headteacher
17.09.2025

Accessibility Plan 2025 – 2028

Priority	Strategy/Action	Resources	Timescale	Outcomes
Make SEND information and 'Local Offer' more accessible for families	Make all materials accessible on the school website, including access to range of support agencies. Improve availability of information to parents - display in school appropriate leaflets for parents to access	Contact support agencies for leaflets/information.	Ongoing	Delivery of information to pupils and parents improved. Effective signposting to information / leaflets available at Children's Centre Local Offer on Website SEND Policy on Website
Make available school information, newsletters etc. for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested. E.g. Larger print, different languages	Support from multi-cultural service re EAL coffee mornings.	Ongoing	All school information available for all who request it.
SEND conversations to be more accessible for parents	Arrange conversations, to discuss SEND pupil targets, at a convenient time for parents.	Availability of staff during school day or beyond school day.	Ongoing conversations at least twice a year & SENDCo available during parents evening.	Parents given appropriate time to discuss their pupils without time pressures.
Continuing professional development, staff training and CPD	Staff targeted for specific CPD/ training based on individual pupil needs and support they provide in class. Training on Asperger's / ASD/ ADHD etc.	Training time Use of specialist professional bodies to deliver training cluster/LA & wider	INSET days and dedicated staff meeting time	Staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.
Further curriculum development work around disability	A dedicated day on the year covering disability as part of PSHE education Diversity Week Review assembly programme	Appropriate materials for class use. Picture books	Ongoing	Greater increase in disability awareness throughout the school.

Priority	Strategy/Action	Resources	Timescale	Outcomes
Training for Awareness Raising of Disability Issues	Provide training for staff, governors, pupils and parents.	Inclusion team Support teams	Ongoing	Whole school community aware of issues relating to disabilities.
All school trips and visits need to be accessible to all pupils, including residential.	Ensure venues and means of transport are vetted for suitability. Appropriate risk assessments carried out and adjustments made as necessary for safety.		Ongoing as required Monitored	All pupils are able to access all school trips and take part in a range of activities.
Appropriate use of specialised equipment to benefit individual pupils and staff	Ongoing review of needs of specialist equipment E.g. for ADHD, physical needs, visually or hearing impaired	Sloping boards and pencil grips, shaped pencils and pens to aid writing. Coloured overlays/books for pupils with visual difficulty Any identified staff resources Laptops/iPads Recordable whiteboards	As and when required. Recommendations from assessments. Allocated SEND budget	Pupils supported to make progress. Remove barriers to learning Staff feel suitably equipped to support learning.
Increase site access to meet diverse needs of pupils, staff, parents and community users.	Review all evacuation plans Monitor signage of evacuation procedures, internet safety, fire drill and other H&S procedures and policies. All relevant policies up to date and seen by all staff	Internet safety staff training H&S Audit with LA	Ongoing	Staff secure in knowledge of all H&S procedures and fire evacuation,
Ensure all policies consider the implications of disability access	Analyse impact of behaviour policy, class expectations, anti-bullying policy, education visits, health provision in relation to pupils with disabilities.		Consultation with School council & pupils when reviewing policies.	Pupil voice listened to and acted upon.