



ACCESSIBILITY PLAN

Audience	Parents REACH2 staff Local Governing Body
Ratified by LGB	TBC
Other related policies	Teaching & Learning <ul style="list-style-type: none">• Positive Behaviour• SEND• Supporting Pupils with Medical Conditions• Safeguarding & Child Protection• Health & Safety• Critical Incident, Fire Risk Assessments and Premises Risk Assessments
Policy owner	Matthew Clark
Review	January 2027

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. This policy complies with our funding agreement and articles of association.

1. Key Objectives & 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

Eastbrook Academy aims to treat all its pupils fairly and with respect, and is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, appreciation and inclusion.

Our Accessibility Plan details relevant actions in regard to three key areas:-

Section 1: Physical Environment

Access to the physical environment of the school, adding or adapting specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Section 2: Access to the Curriculum

Increased access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are nondisabled pupils. This covers teaching and learning, and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Section 3: Access to Information

Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents/carers and visitors with disabilities, ensuring information is made available in preferred formats and additional support is provided for pupils, parents/carers and visitors who are unable to access written information.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Responsibilities & Training

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school. To ensure all staff are equipped to do this, the Governors and Senior Leadership Team recognise the importance of ongoing awareness raising and training for all staff regarding the needs of disabled people, and how to best provide assistance for them to enjoy the school experience as fully as possible.

4. Health & Safety

Health and safety issues are identified and addressed on a continuous basis by a range of people within school –including, but not limited to, the Headteacher, Special Educational Needs Co-ordinator (SENCo), Link Governor for Health & Safety, Staff (activities, classrooms), Premises Manager and Educational Visit Co-Ordinator. Health and safety is everyone's responsibility. Risk assessments (school and trips/activities) take account of specific pupils with disabilities and identify evacuation procedures for individual pupils whose movements are compromised by their disability. The SENCo has the responsibility for ensuring that identified pupils with Special Educational Needs and Disabilities (SEND) access all areas of the site within the health and safety guidelines. The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Headteacher and related staff.

5. Supporting Partnerships

Eastbrook Primary Academy works with a large number of specialist services and supporting partners including: Occupational Therapists; Speech & Language Therapists, Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHs), School Nurse, West Sussex SEN Team. Eastbrook Academy also has close relationships with its feeder Nurseries and Pre-Schools, as well as working closely with other schools, to ensure thorough transition arrangements are in place for new pupils starting school. This may include multi-agency meetings with parents/carers and all professionals involved with supporting the child.

6. Review & Implementation

The Accessibility Plan will be drawn up to cover a 3 year period and reviewed every 3 years. The review will look at each action to assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

7. Availability, Comments and Complaints

The Accessibility Plan will be available on the school website and paper copies are available on request from the school office. Any suggestions, comments or complaints should be raised with the Headteacher. Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.