

GHYLLGROVE PRIMARY SCHOOL



Accessibility Plan

Reviewed by the Governors: Autumn 2026

Date to be reviewed: Autumn 2027

Ghyllgrove Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Action Plan - See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of related school aspects, e.g.

- School development plan
- Finance
- Premises
- SEN /Inclusion policy
- Equal Opportunities policy
- Curriculum policy

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Appendix 1

Date of Plan : Summer 2026 Date of Review : Summer term 2029 Member of staff responsible: **SENCO**

The plan was approved by the governing body

Objective	What	How	When	Success criteria
Increase access to the curriculum for pupils with a disability	To ensure the curriculum is inclusive to all.	To ensure staff receive effective SEND/EAL training. Adapt curriculum as necessary.	Ongoing	Children will be able to access the curriculum at a level suitable for them. Effective One Plans that address barriers to learning using TPP language. Evident adaptive teaching in the Classroom.
Maintain access to the physical environment so that physical environment is accessible by all. All areas including outside areas are accessible.	To maintain and ensure all playground areas are easily accessible and usable for all.	Site staff to carry out regular site walks and address any health and safety problems.	2026-2028	All children will have full access to the playground and playing areas.
Improve provision for children with specific SEND pupils.	For staff to be confident in Managing children with specific SEND needs.	SENCo/ SEN teacher to liaise with professionals and ensure relevant staff receive specialist knowledge and skills.	2026-2028	All staff will have increased confidence and skills in working with SEND children.
Training for teachers on adapting the curriculum so that it meets the needs of all learners.	Teachers to proactively use the 'ordinarily available' framework to support them when adapting learning.	SLT and SENCOs to identify further areas of needs and provide relevant support and CPD for staff.	Ongoing	Equality of access to the curriculum