



Accessibility Plan

Little Ealing Primary School

Author of policy:	Halina Rooney
Policy owned by:	Resources
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ACCESSIBILITY PLAN

2026-29

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.

The plan is underpinned by our school vision '**To be an inclusive, creative and ambitious school community, nurturing curiosity, individuality, innovation and securing strong foundations for lifelong learning.**' which is underpinned by our school values: kindness, respect, responsibility, honesty and gratitude; and the British Values: democracy, rule of law, respect and tolerance, and individual liberty.

The plan will be made available on the school's website, and paper copies are available on request.

Our school is 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 procedures cover the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This Accessibility 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 over a prescribed period.

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.

Vision and values

Our aim is that Little Ealing Primary School is a nurturing and inclusive school. We know that all children have different needs and different contributions to make to the life of our school. Making sure we achieve this is the responsibility of teachers, support staff, governors and the children themselves. This happens by making sure every child:

- feels happy, secure and safe in a school that nurtures their moral, social, academic, spiritual and physical development
- knows their contribution is valued and to grow into active, informed citizens
- has their culture, faith, gender, disability or impairment treated positively and with respect
- is provided with the opportunities to appreciate and value differences in others and who care for themselves, others and the environment
- is provided with opportunities for their voice to be heard and learn about inclusive principles through the School Council
- experiences success and achieves their targets through an ambitious curriculum
- takes full part in the school's daily life including the 'wider curriculum' regardless of disability or medical needs
- develops emotional intelligence, takes responsibility for their actions and contributes positively towards the life of the school community.

The Governors are committed to the principles of Inclusion by:

- regularly checking and updating school policies including Learning and Teaching, Racial Equality, Equal Opportunities, Behaviour Management, Accessibility
- have named Governors for Special Educational Needs, Safeguarding and Pupil Premium
- identifying barriers to learning and participation in the school's cultures, policies and practices and planning actions to remove or minimise them
- attending relevant Local Authority training.

The Headteacher and Deputy Head/SENCO/DSL/Senior Lead for Mental Health:

- have a responsibility for the strategic direction of the school, which includes leading an effective curriculum and developing all staff professionally.

All teachers including subject leaders and support staff make sure that Inclusion underpins the delivery of the curriculum. Working together they:

- offer a differentiated curriculum for all pupils through adaptive learning
- use resources tailored to the needs of pupils who require support to access the curriculum
- use resources that include examples of people with disabilities
- use a range of communication methods e.g. internal signage, visuals, Makaton, widgets
- set targets effectively which are appropriate to meet the needs of all pupils
- review the curriculum to ensure that it meets the needs of all pupils
- track progress of all pupils, including those with a disability
- ensure equal access and opportunity to the National Curriculum
- treat each other and all our children equally and with respect
- ensure that suitable learning challenges are set, underpinned by high expectations
- are sensitive to the children's diverse learning needs and learning styles with appropriate timetabling and grouping of children including peer support
- work towards overcoming potential barriers to learning and assessment for individuals and groups of children by appropriate deployment of learning support
- question any differences in the achievement of different groups of children
- look for ways to support children who might not be achieving their best outcomes
- review the effectiveness of their actions
- attend courses and share good practice, both across and within school referring to principles of inclusion when planning lessons and reviewing policy
- work with external agencies to seek advice and support
- use IT to facilitate and enable access.

Pupil data and school audit

The individual provision map or learning plan provides information about the child, the needs and nature of the disability and details of the support they receive. Issues that may affect the participation of disabled children in the life of the school, such as specialist equipment and accessing services, are addressed in discussions between the Head Teacher, Deputy Head/ /SENCO/DSL/DSL-MH, staff and parents.

Through the established systems and procedures, the Headteacher and the Deputy Head, together with the staff, monitor the quality of the whole school experience for those children with disabilities. Academic outcomes are monitored through the whole school monitoring and assessment programme and reported to Governors.

Action Plan

- The following actions are regularly re-affirmed with all staff as part of the policy review cycle.
- Training will be ongoing and regularly reviewed in order to meet the needs of all pupils.

Increase participation in the school curriculum

Aim	Action	Person Responsible	Time Scale	Success Criteria	Review/Evaluation
Access to the curriculum for all	Our school offers high quality teaching, ordinary available provision, differentiation and adaptive teaching including recommendations from external agencies e.g. Occupational Therapy, Speech and Language Therapy, Educational Psychology, Mental Health Support Team, CAMHS, Child Development Team	• Headteacher • Deputy Head • Assistant Head • Curriculum leads • Class teachers • Subject leaders • Support Staff	Ongoing	All children are able to access the curriculum and the curriculum is ambitious for all children	Through monitoring by curriculum teams, observations, drops ins, book scrutiny and planning
Access to the curriculum for all	We use resources tailored to the needs of pupils who require support to access the curriculum	• Headteacher • Deputy Head • Assistant Head • Curriculum leads • Class teachers • Subject leaders • Support Staff	Ongoing	All children access the curriculum and the curriculum is ambitious for all children	Through monitoring by curriculum teams, observations, drops ins, book scrutiny and planning
Access to the curriculum for all	Curriculum resources include examples of people with disabilities to promote positive representation and understanding	• Headteacher • Deputy Head • Assistant Head • Curriculum leads • Class teachers	Ongoing	Through monitoring by curriculum teams, observations, book scrutiny, learning walks and planning	Review of texts, images and materials used across subjects.

		• Subject leaders • Support Staff			
Professional development and training on inclusive classroom practice in general and on specific disability issues	Staff to receive induction and ongoing training and professional development support for children with disabilities	• Head Teacher • Deputy Head • Assistant Head • Curriculum Leads • Speech and Language service • Occupational Therapy service • Sensory Impairment Service • Health Service • Educational Psychology Service • Mental Health Support Team • School counsellors	Ongoing	Staff feel confident about being able to meet the needs of a child with disabilities	Through on-going discourse and observations of staff by Senior and Middle Leaders and Year Leads to measure impact of training and professional development
Maintain focus on inclusive principles and actions	Policies, practices and procedures related to Inclusion are part of regular INSET and review	• Head Teacher • Deputy Head • Assistant Head • Curriculum Leads • Year Leads • LA officer for Learning Difficulties and Disabilities • Local schools' network	Ongoing	Staff understand their responsibilities regarding children with disabilities	Through on-going discourse and observations of staff by Senior and Middle Leaders and Year Leads about shared values
Curriculum progress is tracked for all pupils including those with a disability	Progress reported at termly Pupil Progress Meetings	• Head Teacher • Deputy Head • Assistant Head • Class teachers • Curriculum teams	Ongoing	Shared responsibility of expected and actual achievement of children with disabilities	Systems are embedded to ensure high academic achievement
The curriculum is fit for purpose and meets the needs of all pupils	The curriculum is reviewed to ensure it meets the needs of all pupils	• Head Teacher • Deputy Head • Assistant Head • Curriculum Leads • Class Teachers • Curriculum teams	Ongoing	The curriculum is ambitious for all pupils	Through observations, drops ins, book scrutiny and planning
Deployment of support staff to ensure that identified needs are supported appropriately	Provision map updated termly and upcoming special events and extra-curricular activities are planned for	• Head Teacher • Deputy Head • Assistant Head • Curriculum Lead for impact and inclusion • Class teachers • Support staff • HLTA • Curriculum teams	Ongoing	Staff understand their responsibilities regarding children with disabilities and ensure that adequate provision is in place in all situations	Through on-going discourse and observations of staff by Senior Leaders, Middle Leaders and Year Leads about shared values

Improve and maintain access to the physical environment

Environmental Adaptations to Support Accessibility

Little Ealing Primary School recognises that the physical and sensory environment can have a significant impact on pupils' ability to access learning. In order to support pupils with sensory differences, neurodiversity and additional needs, the school has made a range of environmental adaptations to reduce barriers to learning and support self-regulation.

Classrooms and learning spaces have been carefully reviewed to minimise unnecessary visual and sensory distractions. This includes decluttering around whiteboards and key teaching areas so that pupils can more easily focus on essential learning information. Displays are purposeful and designed to support learning rather than overwhelm pupils with excessive visual stimuli.

Across the school, designated **movement and regulation areas** have been created to support pupils in becoming ready to learn. These spaces are organised around three key functions: **alerting, calming and organising**, enabling pupils to access strategies that help them regulate their sensory and emotional needs.

Teaching approaches across the school incorporate **adaptive teaching strategies**, including the use of visuals, structured routines and clear modelling to support accessibility for all learners. Visual supports, including symbols, widgets and other communication aids, are used widely to support understanding and independence.

To further support pupils with sensory and regulation needs, the school provides access to a **sensory pod** and other calm spaces where pupils can regulate when they are experiencing sensory overload or emotional dysregulation.

The school also implements a range of **universal Occupational Therapy (OT) strategies** and equipment within classrooms and learning spaces. These may include resources such as fidget tools, movement bands attached to chairs, wobble cushions and other supportive equipment that enable pupils to maintain focus and regulate sensory input during learning.

These environmental adaptations are part of Little Ealing Primary School's commitment to **inclusive practice and reasonable adjustments**, ensuring that all pupils, including those with disabilities or additional needs, can access learning, participate fully in school life and achieve their potential.

Aims	Action	Person Responsible	Time Scale	Success Criteria	Review/Evaluation
Support children with sensory needs	Maintain low-stimulus classroom environments, provide designated movement and regulation areas (alerting, calming and organising), implement universal OT strategies and provide sensory regulation equipment including wobble cushions, movement bands and fidget tools. Offer structured playtimes at lunchtime to	- Headteacher - Assistant Head - Deputy Head - Year Leads - Support Staff - Class teachers	Ongoing	Classroom environments support focus and regulation and pupils are able to access learning with reduced sensory barriers. Structured playtime timetable for teachers to refer	Ongoing

	support children who find the playground challenging Zoning of the playground Buddy systems Environmental checks Sensory circuits Movement breaks OT equipment Adaptations to meet the needs of children with sensory differences Calm down areas, zones of regulation Brain breaks			children Quiet activities Consistency of environment Reduced stimuli in classrooms Classrooms conducive in supporting children with sensory needs All children will have access to calm down areas, strategies to self-regulate Built in brain or movement breaks for all children	
Access to all areas of the school	A lift to allow access to first floor classrooms. Ramps for external access to some classrooms Ramps where the floor level varies Disabled toilets Shower room Disabled parking bay	Site manager ensures lift appropriately serviced	Ongoing	Access areas remain clear and kept in good order	Continue to consider access arrangements as part of any school refurbishment or remodelling.

Improve the delivery of information to pupils with a disability

Aim	Action	Person Responsible	Time Scale	Success Criteria	Review/Evaluation
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Checking the provision of range of formats and noting preferences for visually/hearing/sensory impaired pupils	Large print resources Pictorial or symbolic representations Communication in Print signage	Deputy Head Class teachers Sensory Impairment Service	On-going	A range of formats available and preferences of parents and children have been met	Through planned discourse ask whether the provision of information has increased access
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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy Head/SENDSCO in consultation with the Head Teacher.

It will be approved by the Resources Committee and ratified by the full Governing Body.

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 policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour for Learning policy