



Shoreditch Park Primary School

Accessibility Plan

2026-2027

Approved by:	Full Governing Body	Date: 07.07.26
Last reviewed on:	July 2026	
Next review due by:	July 2027	

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve communication and access to information for pupils and families	Letters are translated where required. Interpreters are used for meetings. Visual timetables, symbols and communication aids are used across the school. Website complies with accessibility standards.	Ensure information is accessible to all families regardless of language or need.	Continue translation and interpretation services. Review website accessibility annually. Increase use of visual communication and easy-read information where appropriate.	DHI	October 2026	Parents report improved access to information. Website accessibility standards maintained.

Ensure pupils with medical needs can fully access school life	Individual Healthcare Plans are in place. Staff receive relevant medical training. Medication procedures are robust.	Continue to enable full participation for pupils with medical condition	Review Healthcare Plans annually and following any change in need. Deliver refresher training where required.	Inclusion Team/ school nurse	Ongoing	Pupils with medical needs fully participate in school life safely.
Improve the physical environment to increase accessibility	Accessible toilets available. Ramps and handrails installed where required. Risk assessments completed for pupils with individual needs.	Continue to improve accessibility of the school site	Complete annual accessibility audit. Prioritise improvements through premises development plan. Ensure classrooms remain accessible and uncluttered.	Inclusion Team/ SBL	Ongoing	Physical barriers are identified and removed where practicable.

Ensure accessibility is considered in all future building and refurbishment projects	Accessibility considered during maintenance and capital works.	Embed accessibility within all premises planning.	Include accessibility in all premises development decisions and risk assessments. Consult with relevant professionals where appropriate.	Headteacher/ SBL/ SLT	As required	All future developments comply with accessibility requirements where reasonably practicable.
Improve accessibility of teaching resources and technology	Chromebooks, visual resources and adaptive equipment are used where appropriate. Specialist advice informs resource provision.	Increase use of accessible learning technologies.	Audit current assistive technology. Purchase additional equipment where needed. Train staff in effective use.	equipment where needed. Train staff in effective use. Computing Lead, Inclusion Team	July 2028	Appropriate technology routinely supports pupils' learning.

Promote positive attitudes towards disability and inclusion	Inclusive curriculum, PSHE and assemblies celebrate diversity. Behaviour policy promotes respect and inclusion.	Continue developing an inclusive culture across the school.	Review curriculum to ensure positive representation of disability. Celebrate awareness events where appropriate. Provide pupil leadership opportunities promoting inclusion.	PSHE Lead, Inclusion Team	July 2027	Pupil voice demonstrates positive attitudes towards diversity and inclusion.
Review accessibility arrangements regularly	Governors monitor safeguarding, SEND and equality. Accessibility considered within school improvement planning.	Maintain an effective and responsive Accessibility Plan	Annual review of Accessibility Plan with governors. Monitor progress against objectives and update actions as required.	Headteacher, Governing Body	Annually	Accessibility Plan remains current, compliant and effectively implemented.

4. 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 Deputy Headteacher for Inclusion.

It will be approved by the Governing Body.