



# *Accessibility Policy*

*Updated July 2025*

*Persistence, Resilience, Confidence, Getting Along, Organisation*

## *Ethos and Vision*

*In accordance with our ethos, the school team prepares all children for their future by learning through first-hand experience wherever possible, enhancing their language code, developing their personal characteristics, being tolerant and curious.*

*At Edisford, we seek to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, with children learning key characteristics for success, as well as teaching the core skills and knowledge associated with each subject*

Edisford Primary School - Accessibility Plan (2025 - 2026)

Targets	Strategies	Outcome	Time frame	Evaluation & impact
1. Teaching and Learning across the curriculum reflect equal opportunities for all and relates to pupils' everyday experience.	Planning/ teaching includes opportunities ensures physical diversity of society is represented, using possible links	Pupils are respectful and have an understanding of physical diversity.	Ongoing	The curriculum facilitates understanding and empathy for all.
2. Ensure curriculum is differentiated appropriately to take account of all individual needs. All subjects have SEND provision as part of intent and implementation.	Curriculum should constantly evolve to reflect educational needs and promote diversity.	Teachers are fully involved in creating a broad and balanced curriculum.	Ongoing	Increase in access to the National curriculum monitored termly through My Learning Plans and subject monitoring (work scrutinies, observations, pupil interviews, walk-rounds). SLT meeting with SENCo regularly.
3. School improves the clarity of signs in the school building, to benefit pupils with visual impairments and learning difficulties, when appropriate.	Governors undertake a 'walks around' school to assess the effectiveness of the signs on an annual basis.	Signs improve access to the building for all.	Ongoing	Independence, inclusion and mobility for all is improved. Adaptations are made where necessary in the school building.

4. The school has a disabled toilet located in the main entrance of the school	Constantly evaluate the effectiveness and appropriateness of the facilities.	Disabled toilet clearly labelled.	Ongoing	The school has appropriate toilet facilities to accommodate all physical needs.
5. School is accessible for all. All corridors are wide enough for wheelchair access.	Evaluate facilities including access to outdoor learning area	Main entry and exits are fully accessible. Wheelchair access	Ongoing	School is accessible
6. The school has appropriate disabled access, including a drive to bring children nearer to the school entrance and ramp to allow children to access the building (Y5/6 entrance).	Ramps and drive for easy access.	Accessible by wheelchair.	Ongoing	School is accessible throughout.
7. Pavilion building (separate classroom) is accessible. Ramp up to the entrance and adapted ramp at the door inside the pavilion.	Ramps and smooth edges to allow wheelchairs to glide over.	Accessible by wheelchair.	Ongoing	School is accessible throughout.

<p>6. Increasing access for disabled pupils curriculum.</p>	<p>Evaluate the curriculum opportunities such as clubs and trips allow disabled children to access them</p>	<p>Trips to be risk assessed for disabled use and access onto trains/ coaches etc. Ensure all exits are clear and wheelchair accessible.</p>	<p>Ongoing</p>	<p>Ensuring teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.</p>
<p>7. Improving access to the physical environment of schools.</p>	<p>Constantly check the physical area is accessible and safe for disabled children.</p>	<p>Daily risk assessment by site supervisor to check environment is safe and accessible</p>	<p>Ongoing</p>	<p>Ensure improvements to the physical environment of the school and physical aids to access education.</p>

<p>8. Improving the delivery of written information to disabled pupils.</p>	<p>Evaluate how information is given to disabled children.</p>	<p>SENCO to advise SLT and office of any disabled persons needs and assist</p>	<p>Ongoing</p>	<p>Make written information that is normally provided by the school to its pupils and wider audience</p>
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them with the correct formats such as hand-outs, timetables etc. to allow the access the curriculum / school information.

available to disabled pupils and stakeholders.  
Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and stakeholders' preferred formats and be made available within a reasonable time frame