GRESHAM PRIMARY SCHOOL

ACCESSIBILITY POLICY

September 2026

We at Gresham succeed because everyone is happy, kind, inspired, challenged and ready for the future!

Reviewed: September 2026
Next review date: September 2029

Introduction

At Gresham Primary School, all pupils are valued, inspired and respected within our happy welcoming school community. We set high expectations for all our pupils. All the staff at Gresham give every pupil the opportunity to experience success in their learning by providing a relevant and challenging curriculum with an emphasis on personalised learning. All children have unique experiences to share. At Gresham Primary school we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning. Our school is fully committed to safeguarding and promoting welfare of children and expects all staff to share this commitment.

The Legal Context

The Accessibility Policy addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014.

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- Direct discrimination, for example refusing admission to a student because of disability
- Indirect discrimination, for example only providing application forms in one format that may not be accessible
- Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- Harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- Victimisation, for example suspending a disabled student because they've complained about harassment

As well as our pupils and staff we ensure that other people who visit or use Gresham Primary school can use our facilities with ease. We provide an accessible and comfortable place for everyone who uses it.

Definition of Disability

The Equality Act 2010 states that a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition does not just consider physical needs but also covers a wide range of sensory and learning needs and impairment resulting from, or consisting of, a mental illness

In addition, there are a range of 'hidden impairments' such as dyslexia, speech and language needs, autism, attention deficit hyperactivity disorder (ADHD).

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Reasonable Adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

Failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We are not expected to make adjustments that are not reasonable.

Whilst there is no specific definition on what may be 'reasonable' it is for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary

aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school. Whilst schools are not under a duty to make alterations to the physical environment within the reasonable adjustments duties, we should be planning to do so as part of our Accessibility planning.

Current Arrangements

Gresham Primary School Accessibility Policy – Working together.

We will not presume to understand the best way to provide for different needs. Our Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to buildings and classrooms.

The physical access is in part limited by the build design of the school, as we are on two floors with the library and ICT suite being across the playground. We have ramped access and wide doors having full regard for accessibility and includes ramped entrance/exit, wide wheel chair friendly classrooms, doorways and incorporating an accessible disabled toilet.

The playground and outside spaces are fully accessible leading to playing fields.

The school lift is currently not operational. Should a pupil, parent, visitor or member of staff require access to the upper floor, the school will work with the Local Authority and other relevant agencies to identify reasonable adjustments and ensure access arrangements are in place. The school continues to review options for reinstatement of lift access. All other areas of the school have alternative level accessible.

Access to Written Information

We have a variety of ways for communicating with parents and carers to ensure information is shared in appropriate and meaningful way. These include:

- Parent attended assemblies, parents' evenings, open days, SEN coffee mornings, class representative meetings
- Letters/emails we send home with pupils about specific events and projects
- Half term on page for each class
- Weekly updates / Newsletters
- Information on our school web site
- Email / text messaging service
- School prospectus

Evacuation Procedures

The school's fire and evacuation policy details basic procedures for the safe efficient evacuation of the school buildings. These procedures are adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents/carers and are set out in an individual plan for the pupil.

The current evacuation assembly point is the school playground. This is accessible from the school.

We also undertake Evac training when a child is in the school who requires this level of support.

Key Objectives

The objectives of our Accessibility Plan are:

- To ensure all pupils, including those with disabilities are fully involved in school life and are making good progress.
- To identify barriers to access and participation and find practical solutions to reduce, minimise the impact or overcome them.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils, staff, parents/carers and visitors.

We are committed to:

- providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum in setting suitable learning challenges, responding to a pupil's diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Use of School and Pupil Data

We will collate and use schools and pupil data in a range of ways such as to:

- Identify the numbers of pupils regarded as disabled and group numbers under SEND: sensory needs, physical mobility needs (including non-wheelchair users), ASD, long term medical needs, speech, language, communication needs, SpLD. Some pupils regarded as disabled under the terms of the Equality Act may have more than one condition;
- Monitor potential impact on attendance;

- Monitor potential impact on attainment;
- Monitor impact of pupil groupings;
- Monitor the physical accessibility
- Monitor impact of specific support or interventions;
- Monitor impact on access to clubs and other off-site activities including trips or residential trips;
- Monitor the confidence of staff in meeting the needs of pupils and to identify training needs;
- Identify examples of good practice in supporting access, participation and inclusion;
- Identify examples of areas for development or improvement;
- Prioritise targets for development and improvement.

Consulting With Others

We are committed to ensuring that other stakeholders are consulted and, where appropriate, involved in identifying priorities to:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy;
- consult the full governing body & SEND governor;
- consult staff including specifically SENDCo, SLT, curriculum leads, health and safety staff;
- allow the views of pupils, both disabled and non-disabled to be taken into account;
- allow the views of parents/carers to be taken into account and to ascertain their views on our provision for disabled pupils
- to involve other outside agencies such as LA services, specialist services or appropriate health professionals who exist to support school in meeting the needs of disabled pupils;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

Financial Planning

The Headteacher together with the Governing Body will review the financial implications of the School Accessibility Policy and plan as part of the general budget review process. The plan will be financed by identifying costs, determining priorities and incorporating targets into current and future budget commitments. Targets identified and actions to be taken will be included as part of the School Development Plan.

Review

The Accessibility Policy will be reviewed every 3 years in line with the School Development Plan and Equality Objectives.

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