

# Egerton Church of England Primary School

*Together, we inspire, nurture and thrive*



**Perseverance**   **Compassion**   **Respect**   **Honesty**   **Forgiveness**   **Hope**

## Accessibility Plan 2026 - 2029

### Key Contact Personnel in School

**Mrs Julia Head**

Headteacher

**Gill Morrissey**

SENCO

Date written: **February 2026**

Date agreed and ratified by Governing Body: **February 2026**

Date of next review: **February 2029**

This policy will be reviewed every 3 years.

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## School Vision

*Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.*

### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Egerton Church of England Primary School, we aim to treat all pupils fairly with dignity and respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to working towards 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.

We are further committed to challenging attitudes about disability and accessibility and to develop a culture of awareness, tolerance, inclusion and celebrate diversity.

The plan will be made available online on the school website [www.egerton.kent.sch.uk](http://www.egerton.kent.sch.uk) and paper copies are available upon request at the school office.

Our school is also 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 procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, outside agencies, staff and governors of the school.

## 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 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.

### 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 <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated and personalised curriculum for all pupils.	Current curriculum to be reviewed annually to take into account the current Egerton cohorts.	All teachers	Sept 2028
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Continue to update laptops and assistive technology as needed	SENCO	Ongoing
	Curriculum resources include examples of people with disabilities.	Continue to source suitable exercise books, reading books and voice recording devices for those with Dyslexic tendencies.	SENCO	Ongoing
	Curriculum progress is tracked for all pupils, including those with a disability.	All pupils continue to be tracked 6 times a year and pupil progress meetings to be held termly.	SENCO	Ongoing
	Targets are set effectively and are appropriate for pupils with additional needs.	Review current interventions and only continue those which have high impact on children's progress.	HT	Ongoing
	Teaching Assistants across the school are trained to support children with specific disabilities and attend review meetings alongside class teacher.	Training for staff on increasing access to the curriculum for all pupils e.g. ADHD, ASD, Cerebral Palsy, Epi Pen etc.	HT	Termly
	Staff receive regular training in supporting pupils with ADHD, ASD, diabetes, and food allergies to ensure full curriculum access	Adaptations to the curriculum to meet the needs of individual learners e.g. Pastoral support, timetable adaptations Individual physiotherapy/OT programmes, speech and language, programmes, use of access arrangements for assessment/National tests.	SENCO	Termly
	Co-regulation strategies are	Provide staff training in Type 1 diabetes awareness and management	HT/SENCO	Ongoing
		Create designated breakout spaces for young children with sensory need	SENCO	Feb 2026
		Provide staff training in co-regulation strategies and PROACT-	SLT	Feb 2026
SENCO	Feb 2026			

	embedded in classroom practice"	SCIPr-UK®		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Designated breakout spaces are available for pupils with sensory needs</p> <p>Walkie-talkies enable quick communication across site to support pupils requiring immediate assistance</p>	Access into and around school and reception to be fully compliant	SBM	In place and ongoing
		Remove fence on playground area to make it accessible all year round.	SBM	March 2026
		Ensure school corridors are kept clear and have minimal furniture.	SLT	Ongoing
		Allow disabled dropping off/collecting at the main gate.	HT	Ongoing
		Disabled toilet to be well stocked and properly maintained because it is regularly used.	SBM/Cleaners	Ongoing
		Create designated breakout spaces for young children with sensory needs	SLT	Feb 2026
Walkie-talkies implemented off site visits into the community.	All teachers	Feb 2026		

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Website</li> <li>• Facebook</li> <li>• Instagram</li> <li>• Email</li> <li>• Text</li> </ul>	Availability of written material in alternative formats eg. Headteacher's newsletter produced on Microsoft Sway so that it is more easily accessible on a smart phone/tablet.	HT	Ongoing
		Ensure all staff use dyslexia friendly fonts and cream background on slides.	All staff	Ongoing
		Ensure font is appropriate size for the pupils to access the information.	All staff	Ongoing
		Visual cues to be used where possible.	All staff	Ongoing
		Maintain website, Facebook page and Instagram so that they are up to date and relevant for our community.	HT/SBM	Ongoing

	<p>Updated IT equipment ensures pupils can access assistive technology as needed</p> <p>The Pelican Room provides a dedicated intervention space for targeted support</p>	<p>Use phone, text and email to reach parents, and arrange for printed copies where necessary. Verbally contact illiterate parents to keep them informed of upcoming events.</p> <p>Individual Provision Plan Review Meetings with parents of children on the SEN register three times a year to foster positive relationships/communication with parents and allowing for a joint input on appropriate provision.</p>	<p>Office Staff</p> <p>SENCO &amp; class teachers</p>	<p>Ongoing</p> <p>Ongoing</p>
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by full governing board.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- SEND Policy and Information Report
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Behaviour Policy
- Child Protection Policy