

# Accessibility Plan

Linden Primary School



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### 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

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.

At Linden Primary School we are committed to working together to provide an inspirational and positive learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Linden is an inclusive school where we focus on the well-being and progress of every pupil and where all members of our community are of equal worth. We have a commitment and due regard to eliminate unlawful discrimination, harassment and victimisation. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups

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.

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, the complaints 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, 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan complies with our funding agreement and articles of association.

### 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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>Short Term – Improved access to the Forest School and Eco Lodge.</p> <p>Medium Term – Disabled pupils are able to access all areas of the school.</p> <p>Long Term – All disabled pupils are attaining at the same level as their non-disabled peers.</p>	<ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities</li> <li>• The curriculum is to be reviewed to make sure it meets the needs of all pupils</li> <li>• Programme of bespoke CPD as required</li> </ul>	SLT	Ongoing	Improved outcomes for all pupils.

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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>• Handrails</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>	Make reasonable adjustments for pupils with physical disabilities within our school	<p>Providing mobile ramps</p> <p>Lift access to be provided to the upper corridors</p> <p>Access to be provided to the dinner halls via a ramp/lift</p> <p>Adjustments to railing height for improved access for pupils</p> <p>All weather path providing access to forest schools area</p> <p>Induction loop to be installed in the KS2 hall</p> <p>Induction loops to be installed in the classrooms when required</p> <p>Accessible signage across the school</p>	Local Authority/ Premises Officer	December 2025	Pupils are able to access all areas of the school.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure 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>• Differentiated and modified resources</li> </ul>	Have a modified and differentiated access to learning and resources for all pupils	<p>Planning and delivery of teaching and learning using a range of approaches and strategies</p> <p>Resources to be printed on a dyslexia friendly background colour</p>	All teaching staff	Ongoing	Improved outcomes for all pupils.

## **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 Governors and the Senior Leadership Team.

It will be approved by the governing body.

## **5. 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 (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- School Improvement Plan