COLLIS PRIMARY SCHOOL

Accessibility Plan
Summer 2025 to Summer 2028

Collis Primary School
Fairfax Road, Teddington TW11 9BS

Statutory Policy

Section 1: Introduction and 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; and
- Improve the availability of accessible information to disabled pupils.

Collis Primary 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 Collis Primary School, we are fully committed to establishing equality for all pupils, their parents, staff and other users of the School. We treat children as individuals, including those with disabilities. This is explicit in our school vision of 'Learning to Make the World a Better Place'. As an inclusive school we support all our children to be the best they can be through the 5Cs of Collis:

- **Care – promoting empathy and well-being**
- **Challenge – providing an academic environment that encourages and inspires**
- **Collaboration – learning together to achieve more**
- **Courage – encouraging resilience for now and the future**
- **Creativity – enabling children to find their true passions**

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body, who are free to delegate this to a committee of the Governing Body, an individual governor or the Head Teacher.

The School supports any available partnerships to develop and implement the plan including the School's local authority (Achieving for Children) whose Accessibility Strategy is available on the Local Offer (https://kr.afcinfo.org.uk/local_offer).

The School's Accessibility Plan should be read in conjunction with the School's Special Educational Needs and Disabilities Policy, SEND Information Report, Health and Safety Policy, Equalities Information and Objectives, and Supporting Pupils with Medical Conditions Policy.

The School's Complaints Policy covers this Accessibility Plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure for raising these concerns.

We include a range of stakeholders in the development of this Accessibility Plan, including parents/carers, staff and governors.

Section 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 a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Section 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	Objectives	Actions to be taken	Person responsible	Date to be completed by
Increase access to the curriculum for pupils with a disability	• Our school has a clear vision for children with special educational needs and/or disabilities. • We have developed an Inclusion Charter in order to meet the needs of all children. • Individual needs are detailed in class profiles in order to ensure that everyone working with each child knows their needs. • Our school adapts and/or differentiates the curriculum where needed. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • Support to access after-school clubs. • Information about the Local Offer shared with families through our weekly newsletter.	Ensure all classrooms meet children's sensory needs.	Use pupil voice and regular audits to ensure that classroom interiors are adapted to meet pupils' sensory needs.	SENDCo, SLT	Termly classroom audits

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Lifts • Corridor width • Disabled parking bays • Disabled toilets with hoists and emergency call systems • Evacuation chairs in each building • Library shelves at wheelchair-accessible height • 'Hush ups' as needed – these resemble tennis balls and are used on the bottom of chair legs to improve the acoustics in a classroom	To continue to respond to individual needs in a timely manner.	Evacuation practices to include wheelchair users: Ensure wheelchair users have participated in a full fire drill through use of evacuation chair. Adjust main doors: Review door closure speed so they remain open long enough for a wheelchair to pass comfortably. Improve markings and signage: Refresh disabled parking bay lines and add clearer visual signage. Investigate lighting: Assess and improve lighting where needed, especially for visually impaired users. Repair lip into main reception: Even if currently "manageable," consider ramping or levelling this small lip to futureproof access.	SENDCo, Safeguarding team, SLT	Annual practice of evacuation chair Annual review of main door closure time, markings and signage, lighting, visual signage and emergency call button in accessible toilets.

			Add visual/tactile signage: Include some tactile/Braille signage where practical (e.g. toilet doors, main reception). Regular checks of emergency call systems in accessible toilets. Check staff response protocols: Assign and train staff to respond to emergency calls in disabled toilets.		
Improve the delivery of accessible and written information for pupils with disabilities or learning needs and their families.	Our school uses a range of communication methods to make sure information is accessible to pupils. This includes: • Internal signage • Large print resources • Dyslexia-friendly books • Purchase of Widgit to aid dual-coding (use of pictorial representations) • Nessy reading and spelling software for children who have signs of dyslexia • Chrome books • Touch typing programmes Families are given information about the Local Offer through our weekly newsletter.	To ensure parents/carers can access written information and support as needed.	Provide accessible formats of all documents on demand. To continue to offer families the opportunity to have input into the SEND Information Report to ensure it is accessible. Give families information about Family Information Service (FIS) and the SEND Information, Advice and Support Service (SENDIASS) through the website and the newsletter.	Office SENDCo	Families offered input into SEND Information Report annually. Termly reminder about FIS and SENDIASS in newsletter as well as added to website.

Section 4: Monitoring Arrangements

We will have annual accessibility audits every year with input from staff, parents and pupils with SEND.

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Special Educational Needs and Disabilities Coordinator (SENDCo).

It will be approved by the Head Teacher and the Governing Body.

Section 5: Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- Equality Information and Objectives (public sector equality duty) statement for publication
- Health and Safety Policy
- Risk Assessments
- SEND Policy
- Special educational needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy