

King Edward Primary School and Nursery



*Inspiring hearts,
shaping minds*

Accessibility Plan January 2026

1. Statement of Intent

King Edward Primary and Nursery School is committed to creating a nurturing, inclusive and supportive environment where every child is at the heart of all we do. Our Accessibility Plan is underpinned by our mission to meet the needs of all children, provide aspirational high-quality education, and support every pupil to grow into a well-rounded individual who is compassionate, courageous, confident, curious and community minded.

We are committed to removing barriers to learning and participation so that all pupils, including those with disabilities, feel safe, valued and able to thrive. Inclusion and diversity are central to our school culture and we work in close partnership with families, staff and external agencies to ensure equality of opportunity for all.

This Accessibility Plan sets out how the school intends to:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment to enable better access to education and associated services
- Improve the availability and delivery of accessible information to pupils and families with disabilities

The plan reflects our vision of a school community that feels like family, where kindness, care and strong relationships are at the heart of everything we do.

2. Legal Framework

This plan is written in line with Schedule 10 of the Equality Act 2010 and Department for Education guidance. A pupil is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises its duty to make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers.

3. Aims and Objectives

Our Accessibility Plan is guided by our school vision and values and aims to ensure that all pupils are seen, supported and included. In line with our mission and the 5Cs (Compassion, Courage, Confidence, Curiosity and Community), we aim to:

- Prioritise nurture and care by ensuring pupils with disabilities feel safe, supported and valued
- Provide high-quality, inclusive teaching that enables all pupils to develop confidence, resilience and a love of learning
- Encourage curiosity and creativity by ensuring pupils can access a broad, balanced and engaging curriculum
- Promote ambition by supporting pupils to have high aspirations and achieve their full potential
- Celebrate inclusion and diversity, ensuring all pupils are fully included in school life
- Foster strong, collaborative relationships with families, carers and external professionals
- Support staff well-being and confidence through training, collaboration and clear guidance

These aims ensure that accessibility is not separate from our core work as a school, but embedded within our inclusive ethos and daily practice.

Goal	Current Practice	Planned Actions	Success Criteria	Review Timetable
4. Increasing Access to the Curriculum	<ul style="list-style-type: none"> • A broad and balanced curriculum offered to all pupils • Specialist equipment and resources used where required • Curriculum progress tracked for all pupils, including those with disabilities • SENCo coordination and support from specialist services • Positive representation of disability within 	<ul style="list-style-type: none"> • Deliver ongoing CPD for staff linked to curriculum access and SEND needs • Seek guidance from specialist services where required • Ensure appropriate adjustments for assessments, practical work and enrichment activities • Continue to strengthen transition planning with secondary schools 	<ul style="list-style-type: none"> • Staff demonstrate increased confidence in inclusive teaching strategies • Pupils with disabilities make good progress from their starting points • Lesson observations and pupil voice indicate high levels of participation 	<ul style="list-style-type: none"> • Reviewed annually by senior leaders and governors •

	curriculum resources			
5. Supporting Pupils with Medical Needs	<ul style="list-style-type: none"> • Care plans in place and reviewed regularly • Staff trained in administering medication 	<ul style="list-style-type: none"> • Refresh training in the use of epipens, insulin and other medications as required • Review and update the administering medicines policy annually 	<ul style="list-style-type: none"> • All staff feel confident in supporting pupils with medical needs • Medical needs are met safely and consistently 	<ul style="list-style-type: none"> • Training reviewed annually or as needs arise
6. Improving Access to Information	<ul style="list-style-type: none"> • Information provided in alternative formats when required • Use of large print, coloured paper, overlays and visual supports 	<ul style="list-style-type: none"> • Increase availability of translated documents • Review parental communications to ensure accessibility 	<ul style="list-style-type: none"> • Parents and carers report that information is accessible • Increased engagement from families with additional needs • 	<ul style="list-style-type: none"> • Reviewed annually

	<ul style="list-style-type: none"> • Translation and EAL support for families 	<ul style="list-style-type: none"> • Support parents and carers with form completion where required • 		
7. Improving the Physical Environment	<ul style="list-style-type: none"> • Ramped access, wide corridors and accessible toilets • Disabled parking bays and clear signage • Site safety audits undertaken • Personal Emergency Evacuation Plans (PEEPs) in place 	<ul style="list-style-type: none"> • Maintain and improve signage, lighting and access routes • Undertake regular accessibility audits of the site • Review and update PEEPs as required 	<ul style="list-style-type: none"> • Pupils and visitors can safely access all relevant areas of the school • PEEPs are current and effective 	<ul style="list-style-type: none"> • Site audit annually • PEEPs reviewed as needed

8. Monitoring and Review

In line with our values of responsibility, community and continuous improvement, this Accessibility Plan will be:

- Monitored annually by the senior leadership team and governors
- Reviewed every three years, or sooner if required

Progress against actions will be evaluated through:

- Pupil progress and attainment data
- Pupil, parent and carer voice
- Staff feedback, well-being and training evaluations
- Accessibility and site audits

This ensures the plan remains responsive to the needs of our school community and continues to reflect our mission, vision and values.

9. Links with Other Policies

This plan should be read alongside:

- Equality Information and Objectives (Public Sector Equality Duty)
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy