



Wallsend Jubilee Primary School

Accessibility Plan

September 2024–2027

Governance	Chair Of Governors
Version	
Policy Officer	David Harrison
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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how Wallsend Jubilee Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parent/carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavior Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.

- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Intention/ Targets	Implementatio n/Strategies	Intended Outcome	Time frame	Goals achieved/ Impact
1	Ensure the curriculum can be accessed by all children	Training for staff on adapting the curriculum through quality first teaching Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development Specific equipment sourced from outside agencies where appropriate as required	All children access all aspects of the curriculum, including visits and visitors The school reacts to the needs of both adults and children so that the curriculum is accessible	On going Reviewed annually	
2	Establish closer liaison with parents and carers to ensure that parents and carers have an understanding of their child's curriculum and can support them in their learning	Termly APDR meetings Annual review for EHCP Parent/carers groups Coffee mornings Parents evening Curriculum maps	Parents/carers have a greater understanding of the intended curriculum and how they can support their learning	Termly	

		Up to date website			
		Access to padlets for SEND/SEMH support teams			
3	To ensure all children are ready to learn	SEMH training for all staff Well being lead Zones of regulation Journals Sensory spaces x 3 Pod x1 Communicate and regulate Check in Liaison with outside agencies	All children to be supported to be ready to learn, to feel safe and confident in the school learning environment		2025 NEST and PACE CPD 2026 BOXALL profile 2026 HIVE pilot 2025/26 CONNECT action plan round 4

Planning duty 2: Physical environment

	Intention/ Targets	Implementatio n/Strategies	Intended Outcome	Time frame	Goals achieved/ Impact
1	Ensure all building work complies with all current equality requirements.	Liaise with local authority to ensure that accessibility is paramount in any new developments	All members of the school community can access the building without barriers	On going Reviewed annually	
2	Any redecorating work within the school is sympathetic to those with additional needs or disabilities	Advice/consultation taken re lighting and colour schemes and internal decorations prior to refurbishing or decorating taking place	School is decorated in a way that supports those with additional needs	On going Reviewed annually	2025 - window blind replacement 2025 - Sensory rooms colour schemes 2025- Hessian display board backing
	Ensure the reception area and all entrances and exits are accessible to all	Annual risk assessment of reception area, exits and entrances. Weekly site check by site manager	Parent/cares and visitors feel welcome All exits and entrances are accessible to all , including during emergency procedures	On going Reviewed annually	

Planning duty 3: Information

	Intention/ Targets	Implementatio n/Strategies	Intended Outcome	Time frame	Goals achieved/ Impact
1	Review all policies to ensure they reflect our commitment to equality	Governors to review policies inline with reviewed timetable and amended when necessary	Policies are just , fair, equitable and fully embedded in the life of the school	Reviewed annually	
2	Ensure shared information/policies are accessible to all, including those who are EAL, visual;y impaired or other protected characteristics	Identification of those stakeholders who require adaptations to information. Provision of adapted materials	All stakeholders can access information when required	As required	