



Accessibility Plan 2025 - 2028

Approved: December 2025

Ratified: January 2026

Review: December 2028

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Chair of Governors Signature:	<i>L. Curtis</i>	Date: 5/01/2026

INTRODUCTION

At Terling C of E Primary School we offer a broad and balanced curriculum and have high expectations for all children. Terling C of E Primary School is committed to providing an appropriate and high quality education to all the children who attend. We believe at Terling C of E Primary school that there are equal opportunities for all learners regardless of their age, gender, need, disability, attainment or background.

AIMS AND PURPOSE OF THIS PLAN

This plan shows how Terling C of E Primary School ensures accessibility to our school for disabled pupils, staff, parents/carers and visitors. We are committed to providing an environment that enables the full curriculum access that values and includes all of our pupils, staff, parents/carers and visitors regardless of their education, physical, social, spiritual, emotional and cultural needs.

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. Our school treats all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school works closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put them at a disadvantage whilst allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Our school's vision is based on the Bible passage to "Flourish and Shine in all that we do" Daniel 12:3 within our core Christian values of respect, trust, courage and truthfulness. Our vision and values promote the importance of every child being given the opportunity to flourish and shine in their own unique ways.

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 including collaborative work with Essex County Council, the Notley Family of Schools and the Chelmsford Diocese.

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.

DEFINITION OF DISABILITY

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

LEGAL BACKGROUND

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including the DDA. The effect of the law, means that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

This plan sets how the school ensures access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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 policy complies with our funding agreement and articles of association.

CONTEXTUAL INFORMATION

The school building and playground is accessible for a child in a wheelchair. We have ramps around the school building.

The school has children with a wide range of disabilities which include Autistic Spectrum Disorder, Speech, Language & Communication Needs, Social, Emotional and Mental Health needs, and medical conditions with related susceptibility to infections.

We also have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met.

All medical information is collated and available to staff, Alert Notices are available in a file in the office and close links are kept with parents to ensure these needs are accurate and that, where necessary, Care Plans are in place. Risk Assessments are also carried out for children with additional needs.

We have multiple competent First Aiders who hold current Pediatric First aid certificates. Where additional training is necessary e.g. Epilepsy and diabetes, this is provided and updated as required.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

REVIEW AND EVALUATION

It is a requirement that our accessibility plan is resourced and implemented, reviewed and revised as necessary and reported annually. Below is a set of actions showing how Terling C of E School will address the priorities identified in the plan. The plan is valid for 3 years, 2025-2028.

Action Plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for September	To identify pupils who may need additional to or different from provision for Sept intake – SENCO to attend professional meetings.	July 2026 and annually	HT EYFS Teacher SENCO	Appropriate provision is in place for individual pupils
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	December 2025	HT All subject leaders Governor	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	July 2026 and annually	HT All teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	July 2026 and annually	HT Outside agencies SENCO LSAs Governor	Clear collaborative working approach
To ensure full access to the curriculum	Outside play / visits; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • The use of the Engagement Curriculum to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of IT equipment 	July 2026	Teachers SENCo Special School Ed Psych Governor	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum

	<ul style="list-style-type: none"> • Specific equipment sourced from outside agencies when needed. 			
To finely review attainment / provision of all SEN pupils	<p>Pupil progress meetings to view data and discuss barriers to learning</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents through One Planning Assess, Plan, Do, Review process</p>	Termly	Class Teachers SENCo Head Teacher	Progress towards One Plan targets
To promote the involvement of disabled students in classroom discussions/ activities	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheel chair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users using a keyboard • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 	December 2025	Whole school approach Governor	<p>Multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p> <p>On-going communication with all pupils / staff / parents & outside agencies to monitor and improve this service.</p>

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to review physical environment of the school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	December 2026	Governor Caretaker Head Teacher	Enabling needs to be met where possible
Ensure visually stimulating but also calming environment for all children	Follow guidance for colour visual deficiency when considering displays and resourcing Neutral displays- considering sensory needs of all learners.	January 2026	Teaching and Non-Teaching Staff	Inviting and calming environment is maintained
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> - Create access plan for individual disabled children as part of the Provision Map process – when needed. - Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in school and meetings etc. - Include questions in the confidential questionnaire about parents/ carers/ access needs and ensure they are met in all events 	November 2026	Teaching and Non-Teaching Staff Governors Head teacher Caretaker	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	December 2025	Head Teacher Occupational Health Governor	Medical needs of pupils are met
Ensuring disabled parents have every opportunity to be involved	- Utilise disabled parking places for disabled to drop off and collect children	December 2025	Whole School Team Governor	To ensure that disabled parents are not discriminated against

	<ul style="list-style-type: none"> - Arrange interpreters from the RNID to communicate with deaf parents - Offer a telephone call to explain letters home for some parents who need this - Adopt a more proactive approach to identifying the access requirements of disabled parents 			
Continue to develop playgrounds and facilities	Through OPAL project, ensure facilities are equal for all	March 2026	Whole school approach Governor	Inclusive child-friendly play areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/ letters/ training through safety walks	Daily checks of the school environment	Head Teacher Caretaker	No accidents

Aim 3: To improve the delivery of information (communication) to disabled pupils and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure wheelchair using parent has access to information provided from school building	<ul style="list-style-type: none"> Regular communication with parents Ensure access to school is suitable 	When needed	Class Teachers Caretaker Governor	Two way communication in place
To ensure all children with Special Educational Needs have access to the curriculum	<ul style="list-style-type: none"> Regular parental communication / structured conversations Individualised multi-sensory teaching strategies used for Special Educational Needs children – as and when needed 	November 2026	All staff to be aware	Special Educational Needs children able to access curriculum
To enable improved access to all communication (written information) for pupils, parents and visitors	<ul style="list-style-type: none"> - Raising awareness of font size and page layouts will support pupils with visual impairments - Auditing the school library to ensure the availability of large font and easy read texts will improve access - Auditing signage around the school to ensure that is accessible to all is a valuable exercise 	November 2026	Teaching and Non-Teaching Staff Caretaker Governor	Enabling needs to be met where possible

The school to be aware of how to access large print / braille and audio versions of information regarding building / correspondence / all communications / translations when needed	Access to communication for all	November 2026	Caretaker Governor Head Teacher All staff	Access to all school information available to all
To review children's records ensuring schools awareness of any disabilities	Information collected about new children - records passed up to each class teacher - end of year class teacher meetings - Annual reviews - One Plan meetings - Medical forms updated annually for all children - Personal health plan; significant health problem children's photos displayed on staffroom notice board/ info kept in separate file in the office / kitchen / staffroom	As child enters on roll	Class Teachers LSAs Outside agencies Office Staff Head Teacher Governor	Each teacher/ staff member aware of disabilities of children in their classes

Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy