



Great Sampford Primary School

Accessibility Plan

Updated: March 2026

Review: March 2029

Great Sampford Primary School
Accessibility Plan

Responsible Teacher: Head Teacher

This policy should be considered in conjunction with our: Equality and Diversity Policy

Rationale:

Great Sampford Primary School is committed to increasing the accessibility of the school for pupils, staff, parents, and visitors with disabilities. This plan outlines how we intend to improve access over time in line with the Equality Act 2010 and the Essex Schools' Accessibility Strategy.

Definition of Disability:

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

Background:

The Equality Act 2010 places a duty on schools to plan strategically to:

- Increase disabled pupils' participation in the curriculum.
- Improve the physical environment to enhance access to education and associated services.
- Improve the delivery of information to disabled pupils in accessible formats.

The school is required to resource, implement, monitor, and review this plan regularly.

Contextual Information:

- The school building and playground are fully accessible to pupils with limited mobility, including wheelchair users.
- No pupils currently have specific physical disabilities; however, the school works proactively with local authorities and health professionals when such needs arise.
- Medical needs such as asthma, allergies, and intolerances are managed effectively with staff awareness, secure medication storage, and clear care plans.
- Staff are trained in emergency first aid and paediatric first aid.

Objective	Actions	Success Criteria	Timeline
Increase access to curriculum for disabled pupils	<ul style="list-style-type: none"> - Provide differentiated resources and teaching strategies, especially in maths and writing as per school priorities. - Use technology and assistive devices where appropriate. - Staff training on inclusive teaching and disability awareness. 	<p>Disabled pupils demonstrate improved engagement and attainment. Positive feedback from pupils and parents.</p>	Reviewed annually
Improve physical environment to support access	<ul style="list-style-type: none"> - Maintain and upgrade ramps, doorways, signage, and playground surfaces as needed. - Ensure emergency evacuation procedures are inclusive. - Regular accessibility audits. 	<p>All areas remain accessible and safe. Audit reports show no barriers.</p>	Reviewed annually
Enhance delivery of information to disabled pupils and parents	<ul style="list-style-type: none"> - Provide written materials in accessible formats (large print, digital, audio) on request. - Use clear signage and visual aids around school. - Communicate with parents to identify preferred formats. - Ensure website and communications comply with accessibility standards. 	<p>All stakeholders receive information in preferred formats. Positive feedback from parents and pupils.</p>	Ongoing