



EARDISLEY C.E. PRIMARY SCHOOL

Accessibility Plan September 2026

Introduction

Eardisley C.E. Primary School is situated in a beautiful Victorian building which is a pleasure to work in, but has its limitations. We have tried to ensure that our school environment is accessible and welcoming to everyone.

We already provide for the needs of pupils who have special educational needs (SEN). From September 2002 the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. This access plan sets out how we intend to encompass the implications of this Act.

Practical Considerations

Eardisley School already has ramps in place to aid those with wheelchairs:

- Outside the school there is a ramp to the main reception area from the car park.
- A second exterior ramp is now in place from the field to the entrance by Oak classroom.
- Inside there is a ramp from the hall to the kitchen area and the library, linking the old school building to the new school building, i.e., Foundation/Infant Department to other classrooms and the Hall.
- Beech Class and Willow Class have double opening doors into classrooms and Hazel Class has a wide

door, however there is a step up. Wheelchair access to this area would be through the hall and the library via Rowan Class. Both Rowan Class and Oak class have a standard width door.

- A toilet for the disabled is situated at the end of the main corridor, next to the double doors into the hall.
- Grab rails on the step from the library to the corridor.

How do we ensure our curriculum is accessible to those with disabilities?

To allow staff including teaching assistants to attend courses linked to Special Needs, so they can gain further insight into the problems and difficulties children on the Code of Practice might experience.

Liaise with LA personnel regarding pupils' long/short term targets. From time to time arrange into a staff meeting agenda the opportunity for all teaching staff, including teaching assistants, to discuss any pupils with a special educational need and to share any relevant strategies for dealing with such pupils.

All staff are aware of the needs of all pupils, and all are working to common aims and targets. This is through Learning Passports.

Staff are trained (as required) in the use of technology to aid those with visual or hearing impairments etc.

Staff are trained to deliver SALT, physiotherapy or occupational therapy programmes as directed by specialists.

Recent developments

- Updated outdoor area with equipment at a range of heights to aid accessibility.
- New grab rails provided on doorway from Rowan Class.
- Purchase of new books to support reading difficulties in KS2.
- The library area has been cleared to improve access and books are displayed at a range of heights.
- Multicultural books provided for the library.
- Library books to support children in their understanding of disabilities.
- A new intervention space with access to a secure outdoor area has been built in a central part of the school. This can be used for a range of children according to their needs.

Future considerations.

- Staff training in sign language.
- Consideration given to improving accessibility whenever building work is undertaken.

This document is to be reviewed annually.