



Southfields Primary School – School Accessibility

Plan 2026 – 2029

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

2. Commitment to Equality and Inclusion at Southfields Primary School

Southfields Primary School places equality and inclusion at the core of its vision, ethos, and daily practice. The school's vision explicitly states that *every child will develop their unique potential*, highlighting a belief that all pupils—regardless of background or circumstance—are entitled to the same opportunities to succeed and flourish.

Inclusive Vision and Mission

The school's mission emphasises that education at Southfields extends beyond academic achievement to include **social, emotional, and personal development**. By *promoting inclusion for all*, the school aims to prepare children to participate fully in modern Britain, reflecting a strong commitment to social equality and community cohesion. This approach recognises the diverse needs and identities of pupils and ensures they are supported holistically.

Core Values Supporting Equality: GARK

Southfields' inclusive ethos is clearly articulated through its four core values, known as **GARK**:

- **Good Learners** – The school supports all children in developing confidence, independence, resilience, and perseverance. This reflects an inclusive approach where every child is encouraged and equipped to reach their full potential, regardless of starting point or ability.
- **Accepting** – Acceptance is central to equality at Southfields. Pupils are taught to accept and celebrate differences in *race, religion, age, gender, ability, beliefs, and opinions*. Rather than simply tolerating difference, the school actively celebrates diversity and views it as a strength, aligning with its Equality and SEND policies.

- **Respect** – Mutual respect underpins relationships across the entire school community. Children learn that their actions affect the rights of others, reinforcing fairness, dignity, and equality for all members of the school and wider society.
- **Kindness** – Kindness, empathy, and care are fundamental to creating a safe and inclusive environment. The school's emphasis on kindness supports its anti-bullying stance and ensures that all pupils feel valued, protected, and included.

Alignment with British Values

Southfields also links its approach to equality and inclusion with **Fundamental British Values**, particularly mutual respect and tolerance. However, the school goes further by stating that diversity should not merely be tolerated but **accepted and celebrated**, reinforcing an inclusive mindset throughout school life.

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.

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 /carers, staff and governors.

3. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments

4. Southfields Accessibility Plan

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents/carers. Ensure the school staff & governors are aware of access issues	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO /class teacher	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	Planned completion 2027	Headteacher	All staff & governors are confident that their needs are met. Lifts available to upstairs.
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .
	d) circulate information to relevant staff on Access to Work scheme	In place.	Headteacher	Access to Work Information on staffroom notice board.
	e) Staff to share SENCO knowledge with volunteers and support staff to ensure continuity of care for the children	All staff clear about SEN needs in class. Ongoing process	SENCO/intervention team	Volunteers are aware of needs of SEN children at all times
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis	Ongoing checks	Site Supervisor / Resource and Management Committee	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the

	Ensure any areas such as poles etc around the school grounds are painted in an appropriate contrasting colour or highlighted in some manner.	Completed Autumn term 2023 / identify any new areas on an ongoing basis	SENCO/Site Supervisor	school year. Children know where equipment ends
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the fire evacuation plan. c) Ensure there is emergency equipment available for evacuation from upstairs and relevant staff are trained in its use.	Ongoing training annually – all plans updated as pupils arrive	SENCO Headteacher to remind staff SENCO/Headteacher	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LEA on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of staff Ability to meet needs of disabled individuals
Ensure all staff are aware of disabled children's curriculum access	Share knowledge and IEP information with all agencies involved with each child	In place and ongoing	SENCO/inclusion team	All staff are aware of individual's needs All staff are able to meet need through an understanding of strategies to use.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports adapt existing provision if necessary.	Adaptations updated as required. Reviewed annually	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCO, curriculum leaders	Disability issues in all curriculum areas are highlighted and celebrated

Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
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Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Opportunities for information to be in other languages	Ensure translation link on the website and translate letters when appropriate, in particular those relating to SEND children.	Ongoing	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

Mr James Gale
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Summer 2026