

Regis Manor Primary School

Accessibility Plan

2025-2027

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- 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.

At Regis Manor School we aim to treat pupils according to their individual needs as we recognise that pupils require different approaches. Pupils are able to access support through all staff who can offer advice and signposting. Students can receive additional support through the Pastoral team and the SEND team. Staff from our specialist teams have been trained to deliver programmes and create opportunities that meet needs of pupils who identify with the protected features written in the Equality Act 2010.

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.

Regis Manor School colleagues have received training covering the protected areas listed in the Equality Act 2010, this is part of an ongoing cycle of CPD. Training relating to disability issues is delivered by the SENCO who is available to advise staff on an ongoing basis. Service level agreements with local authority SEN staff are in place so that pupils are supported by staff specialising in particular areas of disability. The school works closely with specialist settings where appropriate.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including feedback from parents and students via the ongoing 'Assess, Plan, Do, Review' and Education Health Care Plan (EHCP) cycle alongside meetings with staff from outside agencies has been used to develop this plan and to ensure stakeholders views are listened to.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Targets	Strategies	Outcome	Timeframe
Curriculum			
To continue to train staff to enable them to meet the needs of children with a range of SEND	AHT (SEND) to review the needs of children and provide training for staff as needed.	Staff have the skills to enable all children to access the curriculum.	Ongoing
To provide specialist equipment to promote participation in learning	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, coloured books, ear defenders etc	Children will develop independent learning skills	Review termly by CTs and AHT (SEND)
To develop the existing provision for pupils at lunchtimes and break times	Interventions and activities are planned and resourced for pupils including Lunch Bunch Pupils who require additional support at break and lunchtimes are identified and appropriate support put in place.	Children will access a structured provision during break and lunch that help them learn and develop skills	July 2025
Physical Environment			
To improve and maintain disabled access to all parts of the school site.	Audit of physical access to the site. Complete actions from the audit, including maintenance of existing strategies.	Site will have good disabled access where possible	Ongoing

		Ensure that break and lunchtime provision supports pupils to make progress with SEMH needs	Audit and monitor break and lunchtime activities making appropriate changes
Equality and Inclusion			
To improve staff awareness of disability	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community are aware of issues	Ongoing

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Business & Enterprise Committee of the Governing Board.

5. Links with other policies

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

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