

Garlinge Primary School and Nursery



Accessibility Policy and Plan 2026-2029

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| Adopted by Governing Board date | 24 March 2026 |
| Version control | 3 |
| Review date | March 2029 |

Introduction

Schools have a duty to carry out an accessibility plan for disabled pupils according to the Equality Act (2020) (paragraph 4.28).

Garlinge Primary School and Nursery must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum:
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided: and
- Improving the availability of accessible information to disabled pupils (Equality Act (2010) (paragraph 4.29)

Planning Group

The school has established an Accessibility Planning Group (APG) comprising:

- Head of School
- SENDCo/Assistant Head Teacher
- Parent Representative
- Governor Representative
- Premises Manager

Function of the Planning Group

1. Audit existing achievements/provision
2. Set goals and targets
3. Consult on plan
4. Implement and evaluate plan
5. Ensure the future of the accessibility plan

Vision Statement

‘At Garlinge Primary School and Nursery we aim to provide a caring, exciting and inclusive learning environment where every child and family really matters. We will inspire, respect and celebrate everyone’s achievements and diversity; ensuring children are given opportunities to help them grow into independent and responsible adults’.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan

The Accessibility Plan is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The Garlinge Primary School and Nursery Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted, such as Specialist Teaching Services for children with physical impairments. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

Garlinge Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Garlinge Primary School and Nursery Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will focus on access to both the **physical environment** and **curriculum** and consider the following:

- The curriculum – teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Playtimes and lunchtimes – including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- Positive behaviour policy
- School trips, clubs and activities
- Arrangements for working with other agencies
- Transition arrangements
- Extra-curricular activities

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour Policy
- School Emergency Management Business Continuity Plan
- Equality Information and Objectives
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disabilities (SEND) Policy
- CPD Policy
- Supporting Pupils with Medical Conditions Policy
- Fire Evacuation Plan
- PE Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Aims and Objectives

Our Aims are:

1. Increase access to the curriculum for pupils with special educational needs and/or a disability
2. Improve and maintain access to the physical environment
3. Ensure equality of opportunity in all aspects of the school community and extended curriculum

See Appendix 1 for the Accessibility Plan which details current good practice; and objectives to further develop accessibility to the physical environment and the curriculum.

Access Audit

The school consists of two large single storey buildings with wide corridors and multiple access points from outside. There are three administrative offices located on the first floor in KS2 but these are not pupil areas and only accessible via stairs. KS1 and KS2 areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bays, one at the main entrance and one in the KS1 car park. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being

fully accessible to wheelchair users. There are accessible toilet facilities available, in the staff mobile, Nursery, KS1 corridor, LKS2 corridor, UKS2 Corridor (Year 5 and 6), the sports hall changing area and the Specialist Resource Provision. All these are fitted with a handrail and a pull emergency cord, which activates in the main school office. The school has internal emergency signage and escape routes which are clearly marked. Fire doors in the LKS2 corridor remain open with full access for people with physical disabilities and close automatically when activated by the fire alarm system.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

ACCESSIBILITY PLAN

| Action Points | Objectives | Actions | Person responsible | Timescales | Success criteria |
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| Leadership & Policy - Ensure equality of opportunity in all aspects of the school community and extended curriculum | Embed equality, diversity and inclusion within the school vision and SIP. | Appoint an Equality Lead to have oversight of equal opportunities and curriculum across the school Review policies to remove barriers and bias. | SLT, Equality Lead and Governors | September 2026 Ongoing in line with policy review plan | Inclusive policies in place; clear accountability |
| Inclusive Curriculum & Teaching | Ensure curriculum reflects diverse backgrounds and experiences Increase access to the curriculum for children with special educational needs and/or a disability | Explore how Black History is embedded in the curriculum and source resources – i.e. www.theblackcurriculum.com . Ensure our school population is represented within the curriculum. Review assessment criteria for our current children where Kent Steps does not represent learners progress | SLT/Subject Leaders | 2026 - 2029 | Reduced attainment gaps; positive pupil voice |

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| | Ensure assessment shows progress in all cohorts | | | | |
| Targeted Support & Intervention | Ensure the environment is adapted to meet all needs | Review the learning environment and the non-negotiables in classroom environment – talking to children and staff Review structure and use of visual/physical support in interventions | SLT, Equality Lead and Governors SENDCo | 2026-2027 | Improved progress, attendance and wellbeing |
| Extended Curriculum Access | Ensure fair access to clubs, trips, enrichment and leadership roles. Provide financial support where needed | Pupil premium expenditure reviewed yearly to ensure fair access for all | SLT | Annually | Increased and balanced participation rates |
| Staff Training & Culture | Provide regular training on inclusive practice, SEND and unconscious bias. Promote a respectful and inclusive culture. | When the Adults Change Training Regular SEN/Inclusive Agenda items Review how we represent/ teach British Values TELT INSET – keynote speech by one of the founders of Everyday Racism, followed by ‘Anti-Racist School’ training. | SLT/SENDCo/Equality Lead SLT | 2025 - 2027 April 2026 | Increased understanding of how to meet additional need |

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| Pupil Voice & Representation | Continue with group meeting of PD SRP children Set dates for pupil voice that focusses on inclusion and belonging Ensure representative pupil leadership. | Whole school pupil survey Learning walks Assembly content Review classroom leadership roles Salus Antibullying Survey Pupil Voice Survey Kent Pupil Survey | SENDCo/SLT/Equality Lead | Termly | Improved engagement in learning |
| Family & Community Engagement | Communicate with families in accessible ways. Work with external agencies and community partners. | Appoint a parent representative for both our SRPs Family Support to work with external agencies and families Ensure all communication is clear and simple to understand including a range of languages | SLT/Teachers/ Family Support Team/ Office Admin | Termly Ongoing | Strong engagement and support networks |
| External Environment | Accessibility incorporated into all areas of the school and all future building developments in school | The visibility to the steps outside front entrance of the school will be increased Seating areas in the playground will be made accessible for wheelchair users Wheelchair users and walker users will have easier accessibility to the fob and pushbutton door operators. | SLT/Site manager/Governor | Annually | The site will have improved accessibility for all stakeholders and users can have increased independence. Easier access to follow physio and OT plans. |

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| | | Develop outside area in SRP to meet neurodiverse needs | SLT/Site manager/Governor | | |
| Internal Environment | <p>Wheelchair users and walker users will have easier accessibility to the fob and pushbutton door operators. The school is free of trip hazards.</p> <p>The school is free of trip hazards.</p> | <p>Trip Hazards identified to be fixed.</p> <p>One paddle tap to be fitted in all toilets.</p> <p>Place picnic tables at reasonable wheelchair height without fixed benches</p> | SLT/Site manager/Governor | Termly | <p>The site will have improved accessibility for all stakeholders and users can have increased independence. Easier access to follow physio and OT plans.</p> |
| Monitoring & Review | Track attainment, attendance, behaviour and participation by group. Evaluate impact and report to governors. | <p>Regular meetings with SGO/Flo/attendance officer/WO and HOS – with a focus on attendance and groups that aren't making progress</p> <p>Monitoring of behaviour and implementation of support systems</p> <p>Monitoring Data across all groups and identify children/groups of children not making progress</p> | <p>SLT and Family Support Team</p> <p>SLT/Family Support Team</p> <p>SLT/Teachers</p> | Termly | Clear evidence of impact and improvement |