



Zaytouna Primary School Accessibility Plan 2026

Review date 2027

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1. Vision Statement

The purpose of this plan is to show how Zaytouna Primary School intends to secure appropriate access to the school for pupils with disabilities.

At Zaytouna Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support our Equality Objectives, and will be published on our website. We are 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 need. 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.

2. Legal Background

Under the Equality Act 2010 schools 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".

The Accessibility Plan is listed as 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 review process can be delegated to a committee of the Governing Body, an individual, or the Headteacher. At Zaytouna Primary School the plan will be approved by the Governing Body and monitored by the Headteacher.

3. Definition of Disability

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.

Our 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 contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits, it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist features where necessary this would include physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
- Equality Impact Assessments will be undertaken as and when school policies are reviewed.
- The Headteacher will monitor the Accessibility Plan

4. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to parents

Our Objectives are detailed in the Action Plan below

5. Current Good Practice

We ask about any disability or health condition in early communication with new parents and carers. For parents and carers of children at the school, we collect information on disability via a letter home and face-to-face discussions with parents/carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example; lunch and break times for pupils with social/interaction impairments, therefore we put in provision for identified children at these times, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access as we have a lift.

Communication

Assistance is given to children with poor English language skills through Read, Write, Inc and peers.

6. Access Audit

The school is a 2-storey building with wide corridors and several access points from outside. Early Year and Key Stage One classrooms are on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There are two lifts, which can accommodate a large wheelchair, which is maintained and serviced on a regular basis. On-site parking for staff and visitors includes two allocated disabled parking bays for staff, parents and visitors with disabilities. The front entrance to the school is flat and has wide, automatic doors. The main entrance features a secure lobby. There are disabled toilet facilities available, one in the lobby area, a further three on the ground floor and three on the first floor. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes clearly marked.

7. Management, Co-ordination 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 and Transform Trust

8. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual item at the Governors meetings	Clerk to governors to add to list for Governors meetings	Annually	Governors Headteacher	Adherence to legislation
To improve staff awareness of disability issues.	Review staff training needs. Provided training for members of the school community as appropriate.	On-going	SLT SENDCo	Whole school community aware of issues.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Annually	Headteacher SLT All subject leaders Governors	All policies clearly reflect the inclusive practice and procedure

To promote the involvement of disabled students in classroom discussions/activities	Within the curriculum, the school aims to provide full access to all aspects of the curriculum	Ongoing throughout the year.	All staff	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented in the school
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Targets	Strategies	Timescale	Responsibility	Success Criteria
Parent and Community Links				
Parents with hearing impairments	Regular communication with parents Interpreter provided for parent evenings/annual reviews where need is identified	Ongoing	Class teacher SLT SENDCo	Two-way communication in place
To enable access to all information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments Ensuring availability of large font and easy read texts in books within the library and classroom where identified Translation tool on ClassDojo. Written information will be provided in alternative formats as necessary.	Ongoing	Admin SENDCo SLT	Written information will be provided in alternative formats as necessary. Consider accessibility for parents/carers speaking English as an Additional Language.

Ensuring disabled parents have every opportunity to be involved	Adopt a more proactive approach to identifying the access requirements of disabled parents Offer a telephone call to explain letters home for some parents who need this Arrange interpreters to communicate with deaf parents when required	Ongoing	Teaching and non-teaching staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	School to develop a strong link with the wider community	Ongoing	Teaching and non-teaching staff	Improved awareness of disabilities/the wider community Improved community cohesion

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum				
To continue to deliver CPD for all staff to support adaptations for children with a range of SEND	SENDCo to review needs of children and provide training for staff as required. Digital resources and accessibility tools on the iPads to support learning.	Ongoing	SENDCo SLT Class Teacher	An adapted curriculum available to all children to ensure access for all
To ensure full access to the curriculum for all children	Outside play visits, CPD for staff	Reviewed termly during Pupil Progress Meetings and sooner for children on a Provision Map	All teaching staff SENDCo SLT	Advice taken and strategies evident in classroom practice

To finely review attainment for all SEND pupils	Inclusion Lead/class teacher meetings/pupil progress Scrutiny of assessment system Regular liaison with parents	Half-termly	SENDCo Headteacher SLT Key Stage leaders Class teacher	Progress made towards Targets Provision mapping shows clear steps and progress made
To establish close liaison with agencies for pupils with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	Headteacher Outside agencies Inclusion Lead Teachers	Clear collaborative working approach
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, additional time, use of equipment etc. will be applied as needed. Learning plans will outline milestones for individual learners. Appropriate targets and support in place to help them achieve their outcomes.	Annually	Year 6 Team SLT SENDCO	Barriers to learning reduced or removed. Allows all children to reach their full potential.

Last Reviewed: September 2026

Next Review: September 2027