Accessibility Plan

September 2026-2027

This policy was agreed by the Governing Body of Grafton Primary School on:	September 2026
The next policy review is due to take place on:	September 2027
Governor (Name):	Sign:
Agreed by Headteacher: J Bana	
Staff responsible	C Robinson

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 disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for pupils with disabilities

Grafton Primary 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.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers receiving services from the school, irrespective of sex, sexual orientation, gender reassignment, race, socio-economic background, religion and disability and promotes an understanding of cultural and physical diversity and challenges stereotypes.

This policy is important to all aspects of school practice, including planning and monitoring, organisation, staffing and the selection of resources. Central to this is the professional commitment and developing awareness of staff, and the quality of their interactions with all children and with each other.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Grafton Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We believe that every individual who comes to Grafton Primary School has the right to be free from discrimination.

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.

Our school supports any available partnerships to develop and implement the plan and we will work the local authority to support the implementation of this plan.

Action plan

The school currently provides a wide range of support for children with Special Educational Needs and/or Disabilities. Please refer to the School's SEND Information Offer and SEND Policy for further details of the support that is currently in place across the school.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 so that our practice continues to develop.

ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/ IMPACT ON ACHIEVEMENT
PHYSICAL				
Development of a physical space to support children with additional needs	Headteacher Inclusion Lead SENCO	Autumn 2026	LA budget Building works, furniture and room resources	• Safe space for children to be able to regulate • Reduction of disruptions to the learning of all children within the classroom • Designated intervention rooms for each area of SEND
Develop toilet and changing facilities for children with complex needs	Headteacher Inclusion Lead SENCO	Autumn 2026	LA budget Toiltets/ sinks/ changing facilities and resources	• Intimate care facilities provide dignity for pupils • Easy access to toilets reduce children's movement around the school reducing behaviour incidents
Improve access to outside learning areas (inclusion Base/ playground)	Headteacher Inclusion Lead Opal Lead	Autumn 2026	School budget / LA funding	• Children with more complex needs will have access to an outdoor learning provision directly outside the classroom to aid transition and improve learning, play and social skills and development • Improved resources available outside during breaks - Reduction in behaviour incidents during these times • Supports positive behaviour management

CURRICULUM				
Development of curriculum for children accessing intervention spaces (focusing on the 4 areas of SEND)	SENCo Class teachers	Autumn 2026	Accessible schemes BDSIP ARP planning Time for SENCO to meet with team	• Clear and accessible curriculum in place fro pupils • Staff working with pupils are clear on the learning and are confident in delivering the curriculum • Pupils will make progress towards their targets
Development of access to social stories to support pupils with speech, language and communication needs	SENCo Class teachers	Autumn 2026	Online tools for staff development and local training opportunities	• Utilisation of training programmes • Improved levels of pupil's self-management and self-regulation of behaviour
Educational Psychologist to provide consultative advice for pupils with barriers to learning, including behaviour, social, emotional and cognitive	SENCo	Ongoing	Cost of SLA for EP service Allocation of staff time for meetings	• Assessment of children's needs • Reports provided with recommendations • Support for children,staff and parents • Evidence for EHCP requests if required
Develop therapeutic support for children with social, emotional and mental health needs	Inclusion lead Learning mentors	Ongoing	Cost of school counsellor SLA Cost of apprentice mentors	• Improved self-esteem and confidence for children • Mentoring and counselling for key pupils to provide a safe space for them to express feelings and emotions • Improved self-management and self-regulation of behaviour
INFORMATION				
Staff and governors to be aware of Accessibility Plan in order to monitor the delivery	Chair of governors Headteacher	Autumn 2026	Governors meetings	• Staff and governors aware of the plan ensures implementation • Accessibility Plan targets achieved • Improved outcomes for all pupils
All staff to be aware of the Public Equalities Act and its implications	Headteacher	Ongoing	Induction Staff meetings/ INSET	• All staff have awareness of the Equality Act and its implications • New staff receive information about the Equalities Act through induction

				• Signposting to Equalities duty, policy and action plan
To continue to update the school offer annually	SENCo/ Inclusion Lead	Autumn 2026	School website Time for staff to amend the plan	• Provision to meet the additional needs of learners • Improved pupil access to provision • Children with SEND make good or better progress
Ensure improved levels of accessibility for pupils with SEMH needs	Headteacher SENCo	Ongoing		• Awareness of Boroughs SEMH materials • Update behaviour policy to ensure provision for SEMH

Written and updated by: Carla Robinson September 2026