



SAXON WAY
— ◆ —
PRIMARY SCHOOL

Accessibility Plan

Last Reviewed: September 2025
Next Review Due: September 2028

Reviewed Triennially

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy. The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long-term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Aims of Saxon Way Primary School Accessibility Plan

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational opportunities.
2. Increasing the extent to which disabled students can participate in every aspect of the school Curriculum.
3. Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing and verbally for students and adults.

Priority 1			
Action	Impact	Next Steps	Accountable
The school has increased the quality of its corridor displays and at varying heights. Music, sound and light is used.	All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every child’s experience.	Extend to all outside areas.	Head
School has good disability access---ramps can be accessed by all (except year 3).	Safe and secure environment for all.	Extend to all outside areas. Consider teaching spaces when needs arise	Head
The school has developed IT extensively to increase participation for all.	Pupils are engaged, all pupils can access the curriculum using specialist resources.	Extend home learning opportunities and before school activities.	Head

Priority 2			
Action	Impact	Next Steps	Accountable
The curriculum is enriched, interactive and action based.	All pupils have access to a rich and deep curriculum. P4C and Arts exemplary to inspire all learners. Reduced gaps in attainment and increased progress from low starting points.	Constantly review the curriculum to ensure access, enjoyment and engagement.	Head
Staff are highly trained to develop every child. Targeted pupils have individual plans.	Training offer has enabled all staff to teach to meet the needs of every child. Case studies show individual achievements.	Review Individual Plans	AHT

Priority 3			
Action	Impact	Next Steps	Accountable
Communication with all members of community is detailed and planned through letters, reports, newsletters, text services, meetings, open days.	Parents are involved with pupils' learning and are informed about curricular offer.	Extend to work with pre-school and secondary link schools.	AHT
Website and online learning give opportunities for interaction.	Visual prompts and learning opportunities have raised standards.	Questionnaire to assess changes needed for next term.	AHT