



'Let all that you do be done in love.'

1 Corinthians 16:14

Inspire  Believe  Achieve

Yealand Church of England Primary School

ACCESSIBILITY PLAN (Appendix of Equality Policy) 2026 – 2029

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[Appendix A\(i\)](#) Template Plan (Improving Access to the Curriculum)

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).

- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

This document is added as an appendix onto the School Equality Policy.

In Yealand Church of England Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan. **See Appendix A** .

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to a pupil's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

Yealand Church of England Primary School is a small village school which has served its community since 1841. It comprises of the original school building, what was the headteacher's house and an extension built in the early 2000's.

It currently has 33 children on roll. 58% of the children live within the Benefice of Warton, Borwick and Yealand, with some of our families travelling from Lancaster City Centre and Morecambe.

8. Development of the plan

8.1 Vision and values

Our School Mission Statement:

We are a small and mighty school which sits side-by-side with St. John's Church at the heart of our community.

Surrounded by God's beauty, we learn to grow and then flourish as individuals within a loving school family.

We encourage individuals to use their gifts from God to inspire others and together make our world a better place.

Loved by God, we believe we can all achieve great things.

'Let all that you do be done in love.' **1 Corinthians 16:14**

Inspire Believe Achieve

Our School:

- Has high ambitions for all children.
- Is committed to identifying and then removing barriers so all children can participate in all aspects of school life.
- Values the individual and the contribution they make to all aspects of school life.

8.2 Information from pupil data and school audit

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

8.3 Views of those consulted during the development of the plan

We will ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;

- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo,
- set up a structure to allow the views of students, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

We plan 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 off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

9.4 Financial planning and control

The Head teacher, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

Kathryn Brown will undertake a disability audit using a cross section of staff, pupils and parents.

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Our SEND governor, Malcolm Dow will have regular meetings with Kathryn Brown to monitor the progress and appropriateness of the action plan.

10.3 Accessing the school's plan

The action plan will be accessible on request and will be mentioned in termly newsletters.

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents

- Equality Policy, Action Plan and Objectives

Yealand Church of England Primary					
ACCESSIBILITY PLAN 2026 – 2029					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
The Universal Offer	Review the Universal Offer for all children	To have a universal offer which provides access for all to the whole curriculum.	2026-2027		
The Enhanced Offer	To ensure that individuals can access the curriculum using an enhanced offer	To have an enhanced offer which provides access to those children who need additional support to access the whole curriculum. This could include pastoral support, fidgets, routine and visual aids. These children have barriers to learning but are not on the SEND register because through modifications they can access the curriculum and learn alongside their peers. They do not have an Individual Support Plan.	2026-2027		
Foundational Skills	Create checkpoints for all children	All children will have the foundational skills needed to access the curriculum at their developmental stage.	2026-2027		

Yealand Church of England Primary School

ACCESSIBILITY PLAN 2026 – 2029

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Asset Management Plan/Access Audit was carried out by **DBE Services**

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	EYFS learning Space	Bid placed to swop the EYFS room and the Dining Room to create more floorspace and to provide better access. Bid was unsuccessful Spring 2026. To reapply when able to	2 years			
	EYFS outdoor area	Access to the sandpit. Designed to contain the sane but our younger children and those with gross motor development issues struggle to access this. Bid created to solve this problem. Awaiting news Summer 2026	2 years			

