



# Outwoods Edge Primary School

Every Child. Every Day. Every Future.

## Accessibility Policy

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### Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- Accessibility Plan
- School Development Plan
- SEND Policy
- School Mental Health and Wellbeing Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans
- Leicestershire County Council's expectations of schools concerning their arrangements for children with SEN and Disabilities (SEND)
- Leicestershire Local Offer

## **Introduction**

*Every Child, Every Day, Every Future*

Outwoods Edge Primary School provides an exciting and engaging curriculum for all children. It aims to treat all members of children and the school community favourably and wherever possible takes reasonable steps to avoid placing anyone at a substantial disadvantage. By school community, we mean anyone involved in the school community including employees, pupils, parents, carers and governors. We work hard to ensure that we recognise and value uniqueness and success and promote equal treatment of all. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. 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 Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The purpose of the plan is to plan identify the ongoing actions of the Governing Body of Outwoods Edge Primary School to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post 16 institutions.

## **Definition of Disability**

Disability is defined by the Equality Act 2010 as: - 'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

## **Our Vision**

Teachers at Outwoods Edge plan to meet the specific needs of individuals and groups of children. They set suitable learning challenges and respond to children's diverse and unique learning needs. A minority of children have particular learning and disability requirements that could create barriers to learning. These requirements may arise as a consequence of a child having Special Educational Needs.

Provision is made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners. Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child. We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities.

We have the highest aspirations and expectations for all children, including those with special educational needs. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for

all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Schools are required under the Equality Act 2010 to have an accessibility plan. The Outwoods Edge Accessibility Plan will:

1. Improving access to and participation within the curriculum:

Curriculum developments to improve participation for disabled pupils will be a continual improvement for Outwoods Edge and will be developed in line with the school's assessment and review processes. The development work will seek to engage partners and links with other schools and organisations and look at maximising learning.

2. Improving access to the physical environment.

Outwoods Edge is an inclusive school, we are committed to ensuring that disabled pupils are included in school life which includes wider school activities. In line with this, to access wider school activities additional activities and targeted opportunities may be provided, in some cases with additional resources provided in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.

3. Improve the access and delivery of written information

The school will continue to consider building requirements in relation to disabled pupils and adults and their needs, in relation to furniture layout, new buildings and will ensure that regular disability checks are carried out.

### Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.