



EPPING UPLAND CofE PRIMARY SCHOOL

Disability Access Plan
2026 -2029

Purpose of Plan

Epping Upland CofE Primary School is committed to providing a full and broad and balanced curriculum to all children and aims to have high expectations of all the school community as learners. In particular, the Governing Committee recognises its responsibility under the Equality Act (2010) which prevents discrimination against disabled people in the access to education.

Role of the Governing Committee

The Governing Committee recognises its duty under the Equality Act (2010):

- Not to discriminate against disabled pupils in their admission and exclusions, and provision of education;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

The Disability Access Plan focuses on areas for development in order to improve a number of areas. These are:

1. Access to the Curriculum - increasing access for disabled pupils including teaching and learning opportunities and the wider curriculum of the school such as participation in after-school clubs, extended provision and school visits;
2. Access to the physical environment - this includes improvements to the physical environment of the school and physical aids to access education;
3. Improving the delivery of written information - taking account of pupils' disabilities and availability of school documents in alternative formats.

Vision and values

- At Epping Upland CofE Primary School, we aim to include all children in all aspects of the curriculum and school life irrespective of disability;
- We believe in the early identification of children who may have a disability and this begins with the admission of the child to Hereward Primary School. This is seen as an ongoing process through training, raising awareness of all staff, parents and children;
- We believe in the equal worth of all of us as learners and have high expectations of all children that they will achieve their full potential. To this end, we believe that all of our disabled children are entitled to a broad, balanced and inclusive curriculum;
- Teachers set high expectations and plan and differentiate appropriately for all children with a disability in order to remove barriers to learning;
- We aim to improve access to a variety of resources in order that all children with a disability can access a broad and balanced curriculum and participate in all aspects of school life.

Contextual Information

- Epping Upland CofE Primary School was built in the 1950's and is a single storey building. There is wheelchair access across the school. There are ramps available across the school to enable movement from internal and external spaces.
- There is a disabled toilet on the main corridor.
- At Epping Upland, all of our children, regardless of disability, have equal access to all aspects of the curriculum including, off-site activities, sports and other events.
- Before school trips take place, teachers ascertain relevant information to ensure that all children can receive appropriate transport and access the site and the learning. A risk assessment is carried out at this time.
- All children take tests at the end of Key Stages 1 and 2 and no children are dis-applied on the grounds of disability;

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote the highest possible learning opportunities for all of our children.

Aims	Current Good Practise	Objectives	Action to be taken	Person responsible	Date to complete actions
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties. Greater awareness of and confidence in dealing with pupils with ASD and SEN amongst teachers. All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience. Identify areas where knowledge and skills base needs to be extended. Review out-of-school provision to ensure compliance with legislation.	Headteacher SENCo Curriculum Leads	Ongoing
Access to the physical environment this includes improvements to the physical environment of the school and physical aids to access education;	The environment is adapted to the needs of pupils as required. This includes: - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height - Accessible classrooms and outdoor spaces	Classrooms are optimally organized and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. Ensure all areas of school building and grounds are as accessible for all children and adults as possible and to continue	Review and provide guidance on the preferred layout of furniture and specialist equipment to support the learning process in individual classrooms. SEN staff to audit accessibility of school buildings and grounds. Implement Specialist Teacher advice re any	SENCo	Ongoing

		to improve the access of the physical environment for all. Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	adaptations.	SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	
Improving the delivery of written information taking account of pupils' disabilities and availability of school documents in alternative formats.	Ensuring that school information is accessible e.g. in the appropriate language, size, formatting so that it is accessible for all. The school's website includes the essential information that parents and carers need so that children can be fully engaged in school life. School communications are clear and easy to understand. School staff have an awareness of those parents/ carers who may need support. Providing support for accessing information for school routines e.g. trips, ordering school lunches, uniform etc.	To enable all stakeholders to fully participate in the life of our school. Pupils are able to access all provisions that the school offers.	Website remaining up to date and providing key information for pupils to be able to join in with all aspects of school life. School will seek help from Essex translation services if language is a barrier to understanding.	Head teacher Assistant Headteacher SENCo Teaching staff Office administrator	The Trust are reviewing Accessibility arrangements of school website in 2026/2027

Monitoring and review

This plan will be reviewed on an annual basis by the governing committee and headteacher. The next scheduled review date for this plan is September 2028. Any changes to this plan will be communicated to all

staff members and relevant stakeholders

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy