

Easingwold Primary School - Accessibility Plan

Equality objective one - Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Does the corridor provide accessibility for all?	<p>Keep corridors clear from obstructions. Where possible, storage in off corridor locations.</p> <p>2 sets of fire double doors down the corridor. Both can be held open for access.</p>	<p>Immediate & ongoing</p> <p>Immediate & ongoing</p>	<p>High</p> <p>High</p>	<p>None</p> <p>None</p>	
2	Is wheelchair access to the main school building and around school suitable?	<p>Wheelchair users can access the main building through the front door; the toilets using the visitor/disabled toilets; the hall using side doors and the outdoor classrooms.</p> <p>The weight of the library door is difficult for young and disabled children to use independently.</p>	<p>Immediate</p> <p>July '26</p>	<p>High</p> <p>Medium</p>	<p>None</p> <p>Seek quote</p>	
3	Do we have suitable disabled parking?	Marked disabled bay in the rear car park installed for disabled parking. No marked disabled parking at the front but bays are suitable for parking and access to school.	Immediate & ongoing	High	None	

Equality objective two - Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Is the curriculum designed to ensure all children can access it?	Subject leaders to ensure PP and SEN accessibility to all curriculum subjects. This is to be made explicit on short term planning.	Immediate & ongoing	High	Non-contact time for SLs	
2	Is differentiation catered for through keep up, not catch up principles, questioning, HOTs not MOTs and additional support aids?	SLT to monitor quality of adaptation and provision for SEND pupils.	Termly learning walks and monitoring by HT/DHT/SLs	High	Non-contact time for HT/DHT/SLs	
3	Are interventions planned in such a way to meet individual needs (SEN/EHCP outcomes) while not hindering access to the full curriculum?	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups & phases. Evidence of progress in class SEN folders.	Annual	Medium	DHT time	
4	Is independence and life skills promoted amongst our SEN/PP children?	PP/SEN lead to support engagement with pupil offer, including residential. SENCo/teachers to ensure children working at engagement/pre key stage levels have a curriculum to suit their needs.	Termly review	Medium	Phase leaders All staff	