Zetland Primary School



Accessibility Plan

Implemented: December 2024 to July 2026

Review by: September 2026

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| Objective: | To increase the extent to which disabled pupils can participate in the school’s curriculum. | | | |
|  | Action | Details | Timeline | Success Criteria |
| Consultation with parents | Conduct meetings with parents to gather detailed information about each pupil's needs and disabilities. | July 2025 | Documented profiles for all disabled pupils, with specific needs identified. |
| Breaking Down Learning | Implement strategies to break down learning into smaller, manageable steps to facilitate understanding and retention. | Ongoing | Lesson plans will reflect differentiated learning objectives. |
| Resource Accessibility | Ensure all learning resources are accessible by using appropriate font sizes and colours. | September 2025 | All printed materials will be reviewed and modified as necessary. |
| Incorporating ‘No Pen/Pencil’ Days | Schedule regular ‘no pen/pencil’ days to encourage alternative methods of expression and learning. | Ongoing | Feedback from pupils on engagement and participation levels. |
| Diverse Learning Styles | Use multiple instructional styles (visual, auditory, kinesthetic) to cater to different learning preferences. | Ongoing | Increased pupil engagement and understanding as measured through assessments. |
| Video Accessibility | Ensure all videos used in lessons have captions for accessibility. | September 2025 | 100% of video resources will include captions. |
| Technology Access | Provide access to iPads and laptops, along with necessary support for disabled pupils. | Ongoing | Increased usage of technology in lessons by disabled pupils. |
| Activity Accessibility | Review all school activities, including trips and transport, to ensure they are accessible to disabled pupils. | Ongoing | All planned activities will include an accessibility assessment. |
| Objective: | To improve the school's physical environment to enable disabled pupils to take advantage of the school’s facilities, services, and benefits. | | | |
|  | Action | Details | Timeline | Success Criteria |
|  | Space for Disabled Pupils | Assess and reconfigure classroom layouts to provide adequate space for pupils with disabilities. | By July 2025 | Classrooms will have designated areas that accommodate mobility aids. |
| Staff Training | Obtain specialist advice and training for staff to better support pupils with disabilities. | By December 2025 | Relevant staff will have completed training sessions |
| Accessible Toilets | Ensure that accessible toilets are available and maintained for use by disabled pupils | July 2025 | Accessible toilets will be fully functional and compliant with regulations. |
| Disabled Parking | Create designated parking spaces for disabled individuals near the school entrance. | July 2025 | Clearly marked and maintained parking spaces will be available. |
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| Objective | To improve the delivery of information to disabled pupils so that it is readily accessible. | | | |
| Action | Details | Timeline | Success Criteria |
| Alternative Formats | Ensure that all written materials are available in alternative formats (e.g., large print, Braille, audio). | By September 2025 | 100% of written communications will be available in requested formats. |
| Visual Aids | Provide visual aids to students, parents, and carers to assist with the sharing of information. | By July 2025 | Positive feedback from parents and pupils regarding the clarity of information shared. |
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Monitoring and Review

• The accessibility plan will be reviewed annually to assess progress and make necessary adjustments.

• Feedback will be gathered from pupils, parents, and staff to inform future actions and improvements.

Conclusion

This accessibility plan aims to foster an inclusive environment where all pupils, regardless of their disabilities, can thrive academically and socially. By implementing these strategies, Zetland Primary will ensure compliance with the Equality Act 2010 while promoting a culture of inclusivity and support.

Sources:

• Equality Act 2010

• EEF - Special Educational Needs in Mainstream Schools