

Esland North Limited

ED0002B, accessibility policy and plan

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the curriculum for students with a disability	We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Our school offers a differentiated curriculum for all students. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	Curriculum is reviewed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities. Ensuring students make good progress towards outcomes as highlighted in education, health and care plans (EHCPs).	Review of curriculum by SENDCo. Policy to allow access to curriculum for all students.	Head teacher	Ad hoc	Suitable curriculum in place that doesn't exclude students with disabilities, and in line with current students' needs.

Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Use of colour documentation • Pictorial or symbolic representations • Use of ICT • SALT intervention Additionally, should a student require information in a different language, this can be provided.	Staff training. All staff to be aware of specific student communication needs. Half-term audits of communication methods across the environment. Signage to be monitored.	Environment audit to take place autumn term, assisted by the head of estates and health and safety (H&S).	H&S co-ordinator / head of estates and H&S	Reviewed each half term	Environment will be well signposted. Staff are aware of individual needs of students.
Information made available to parents and carers	Information available on website in addition to written form.	Website review.	Website review, summer term.	Education director / headteacher	Ongoing review	Updated and informative website.
Where the needs of an employee change during their employment, Esland will make all reasonable adjustments to keep them in employment.	Compliance with policies and procedures.	To support staff in line with policies and procedures.	Possible actions: meeting with line manager to discuss the needs of the employee. Take reasonable steps to adjust the working environment to support these needs.	Headteacher / HR business partner	Requires ongoing review	Where possible, the employee will remain in employment.

Monitoring arrangements

This document will be reviewed at least annually but may be reviewed and updated more frequently if necessary.

It will be approved by the education director and the headteacher.

Links with other policies

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

Esland 2026

Suite 1 & 5, Riverside Business Centre, Foundry Lane, Belper, DE56 0RN

v5 Last reviewed: Rachael Allen (Chief Operating Officer), 3 September 2026 Next review: Headteacher, 30 September 2027

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting students with individual health plans

Appendix 1: access to physical environment

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main school building: 2 floors (ground floor and first floor). Additional school building: 1 floor (ground floor).	Maintain access free of clutter and that space is free of hazards.	All staff	In place (ongoing)
Corridor access	Main school building: ground and first floor.	Maintain access free of clutter and that space is free of hazards.	All staff	In place (ongoing)
Lifts	N/A	N/A	N/A	N/A
Parking bays	Parking facilities available across Wrest Park and near to the main school and additional school building.	Information to visitors on parking facilities, including additional parking near to school for those with mobility issues.	Headteacher / admin support	In place (ongoing)
Entrances	Main school building: the school has a main entrance and three additional side entrances. The main entrance has three sets of steps to the flat area outside the front door. The three side entrances are all accessible 'on a level' with the surrounding land, and therefore provide alternate access to the school. Additional school building: one main entrance, with ramped access to the front door.	Review additional signage to direct those with mobility issues to the correct doorway. Any additional support needs are checked during the initial booking process for any visitor.	Admin support / H&S co-ordinator	Summer term
Toilets	None of the school toilets are wheelchair accessible.	Explore the cost of upgrading the visitor toilet to be compliant with disability requirements. In the interim, visitors will be directed to facilities in Capability House.	[Not specified in source document]	Spring term
Reception area	Main school building: accessible to wheelchair users via the side doors.	Additional signage to direct those with mobility issues to the correct	Headteacher	In place

	Additional school building: accessible to wheelchair users via the front doors.	doorway. Any additional support needs are checked during the initial booking process for any person.		
Internal signage	Signs in place.	N/A	Headteacher	Health and safety audit completed termly
Emergency escape routes	Fire evacuation plan in place. Signs posted around the building. Exit routes. External fire escape.	Weekly testing of systems. Personal emergency evacuation plans (PEEPs) to be completed if necessary. Termly fire drill, ensuring the accessibility plan is considered in this.	Headteacher / H&S co-ordinator	Weekly (ongoing); termly audit