



QUEST

PRIMARY

LEARNING CHANGES LIVES

Accessibility Plan

Approved by the
Local Governing Body
January 2026

Next review
February 2029

Aim

At Quest Primary we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

It is the aim of Quest Primary School to develop the full potential of every pupil in a learning environment where fairness, understanding, success and discipline will be pursued, in an atmosphere which promotes racial and social equality. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. As an inclusive school, we value the different experiences, capabilities and strengths of each child in a caring, supportive environment that provides equal opportunities for all. We aim to provide access, participation and success for children with a range of needs. We are committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our school is also committed to ensuring all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. 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 excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

The school works closely with the Locality SEND Forum to help to develop and implement the Accessibility plan.

Legislation and guidance

Under the Equality Act 2010 schools should have an Accessibility Plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 [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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Board, an individual or the Principal.

Action Plan

Our Accessibility Policy encourages people (parent/carers) to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. When required, a risk assessment will be carried out to ascertain whether a child's needs can/cannot be met. This will enable us as a school to plan prior to the child starting at Quest Primary, ensuring children are given the most effective opportunity and access. It remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility.

To increase access to the curriculum for pupils with a disability

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, in line with that followed by their peers. Quest Primary school will endeavour to make all reasonable adjustments to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs. Such assessments are carried out within the terms of the School's SEND policy and guidelines on assessing children with Special Educational Needs & Disabilities.

Our teachers understand that pupils have different ways of learning and personalise their lessons to the individual children within their class. Where necessary and appropriate the school will seek advice and support from external professionals/agencies.

Staff at Quest Primary School seek to ensure pupils are able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Whole school events e.g. Nativity
- Clubs and Extra Curricula activities
- Excursions and Trips
- Pupil Leadership positions

| Aim | Current good practice | Objectives | Actions | Person responsible | Date | Progress |
|---|--|---|--|---|--|----------|
| <p>Increased access to the curriculum for pupils with a disability</p> | <p>Our school offers an adapted and differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. SMART targets created for children with SEND needs and tracked on SEND Support plans.</p> <p>Specific accessibility plans are created for pupils who require additional arrangements due to physical disabilities.</p> <p>Behaviour plans and risk assessments are agreed with parents</p> | <p>To ensure that for events or meetings in school (e.g. parents evening) all parents and carers will be asked if the school needs to make any specific arrangements for accessibility for families.</p> <p>To ensure access plans are created for pupils with disabilities</p> | <p>SEND Review of school processes.</p> <p>Identify training gaps through surveys/staff discussions and classroom observations.</p> <p>Behaviour policy reviewed and updated to reflect the needs of pupils with SEND.</p> <p>PQR and Trust Level monitoring including through the Performance Report and Safeguarding Audit</p> | <p>JS/SENDCO</p> <p>JS/SLT</p> <p>JS/SLT</p> | <p>January 2026</p> <p>March 2026</p> <p>January 2026</p> | |

Arrangements for play, recreation and other aspects of a child’s social development are incorporated into the child’s SEND Support Plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Physical Access to buildings and classrooms

Quest Primary is set back from the main road and is entered via a footpath. There are steps leading to the main reception entrance and to the main exit gate. Parents with a blue disability badge have access to the road leading down to Red Gates school. This is also used by the taxis for the Enhanced Learning Provision.

The playgrounds and outside spaces are accessible via a sloping path. The school’s main entrance has external sloping access to provide wheelchair access to the main part of the school building, avoiding internal stairs. There are also several lifts within the school building that provide access up two or three steps.

Evacuation Procedures

The School's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents at the point that a child starts at Quest Primary and could be set out in the individual plan for the pupil.

The current evacuation assembly point is the school playing field.

| Aim | Current good practice | Objectives | Actions | Person responsible | Date agreed | Progress |
|---|---|---|--|--------------------|-------------------|----------|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils wherever possible and as required.</p> <p>We have a disabled toilet set up with a shower and medical table for intimate procedures as required.</p> | <p>Yellow lines/strips are painted in appropriate areas for those who are visually impaired.</p> <p>To provide clear visual signage</p> | <p>OPAL equipment and areas to continue to be introduced to the playground which are accessible for all</p> | <p>JS/SLT</p> | <p>March 2026</p> | |
| | <p>The Enhanced Learning Provision have a changing area for toileting and intimate care.</p> <p>The Trust has an intimate care policy which is personalized by the school</p> | <p>Available playground equipment is suitable for use by physically challenged pupils</p> | <p>Improvements to playground equipment e.g. new trim trail, sand pit often used by our SEND pupils</p> | <p>JS/SLT</p> | <p>Ongoing</p> | |
| | <p>A sensory room has been set up with advice and support from the Occupational Therapist to support pupils with sensory needs and social emotional needs.</p> <p>Our Nurture room allows children to have access to specialist support services such as therapists and counsellors</p> | <p>Access to equipment and programmes for pupils with sensory needs</p> | <p>Bid has been submitted (Nov.24) to LA for programme of works for capital funding to improve ELP outside area and create a sensory space</p> | | <p>Nov. 2024</p> | |

Improve the delivery of information to pupils and parents with a disability

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- Repeating the information whilst speaking at parent attended assemblies, parents' evenings and open days
- Website
- Newsletters/ Letters sent home with pupils about specific events and projects
- Information on our School Website
- Class Dojo messages
- Arbor Email / Text Messaging Service
- Quest Primary Facebook and Instagram social media accounts

| Aim | Current good practice | Objectives | Actions | Person responsible | Date | Progress |
|---|---|---|--|--|---|----------|
| Improve the delivery of information to pupils and parents with a disability | <p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual timetables • Induction loops are available • Pictorial or symbolic representations • Social stories with visuals when needed • Makaton in Enhanced Learning Provision (ELP) and EYFS • Pictorial Exchange Cards in ELP • Personalised learning to meet pupils needs • Teachers and learning coaches ask children to repeat back instructions • Advice from speech and Language Therapist • SMART Targets are set effectively and are appropriate for pupils with additional needs | <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The assessment of children with additional needs is reviewed and updated to reflect the children within the mainstream and Enhanced Learning Provision.</p> <p>Specific accessibility plans are created for pupils who require additional arrangements due to physical disabilities</p> <p>Children with SEND make progress in line with their ability</p> | <p>All letters and return slips will be sent out with an option to fill out necessary access arrangement details</p> <p>Visual timetables to be updated in all classrooms</p> <p>Learning coaches and teachers in EYFS and ELP to wear lanyards visuals</p> <p>Pupil voice termly</p> <p>SEND Review</p> | <p>JSt/Admin</p> <p>SLT/SENDCO</p> <p>SLT/SENDCO</p> <p>JS/SENDCO</p> <p>JS/SENDCO</p> | <p>January 2026</p> <p>January 2026</p> | |

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| | <ul style="list-style-type: none">• Classrooms/Displays in ELP minimise overload of colour and sensory input. | | Ongoing observations of ELP | | | |
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