hello@sparkeducation.org.uk
sparkeducationtrust.org.uk
01642 051020

ACCESSIBILITY POLICY

JANUARY 2026

Policy Date: January 2026
Review Cycle: Every 3 years
Responsible Body: Local Governing Committee

Version Control

Review Date	Updates
05.01.2026	V2

Lowfields Avenue, Ingleby Barwick, TS17 0RJ

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Introduction

Kirklevington Primary school is a UNICEF Rights Respecting School - Gold Award - with children's rights at the centre of everything we do. We are an inclusive school where we focus on the well-being and progress of every child (UNCRC Article 23) and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality Scheme brings together the school's approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this.

In accordance with "Public Sector Equality Duty" we have adopted a proactive approach to equality. This means that we will: Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact Make changes to ensure that any areas of potential inequality are eliminated.

Potential areas are:

- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Pregnancy and Maternity

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Local Governing Committee.

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Aims of the Accessibility Plan

This plan outlines how Kirklevington Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Special Educational and Disability 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 plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an individual's accessibility plan, school will work in collaboration with the LA to ensure that adequate resources are in place to implement this strategy.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents;
- The Head of School and other relevant members of staff;
- Governors;
- External agencies;
- The Local Authority, Stockton Borough Council;
- Other stakeholders.

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Meeting our duties

Under the statutory duties, all schools have "General Duty" to: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between persons who share a protected characteristics and persons who do not share it, this means:

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relationships between persons who share a protected characteristic and persons who do not share it.

Kirklevington Primary School collect information on our pupils (including on the school Management Information System - Arbor):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism.
- The Governing Body receives information on racist incidents, exclusions and bullying termly.
- Groups of pupils are tracked within the school's data report termly to ensure that all groups of pupils achieve.
- Collecting and Analysing Equality Information for Employment and Governance Kirklevington Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

We collect and analyse the following information on our staff and governors:

- Applicants for employment;
- Staff profile;
- Attendance on training events;
- Disciplinary and Grievance cases;
- Staff performance management.

We are mindful of the laws relating to confidentiality when devising this Accessibility Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising statistics, data or information to ensure that any information published cannot be used to identify individuals.

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In respect of the Freedom of information Act 2000 and the Data Protection Act 1998 any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required.

Aim 1: Improving access to the physical environment

Aims	Current Good Practice	Action required	Success criteria	Responsible persons; monitoring and review date
Pupils with physical needs/disabilities will have an individual support plan/EHCP and a Personal Emergency Evacuation Plan (PEEP) to ensure their needs are met.	All staff are aware of individual children's needs through shared plans. SENDCO termly monitoring. Annual EHCP reviews in place. Working in partnership with outside agencies, e.g. Health Service, Occupational Therapy. Evacuation procedures are carefully considered and reviewed. All staff are aware of individual children's needs through shared plans. SENDCo termly monitoring. Health and Safety advice sought. Drills enable practise of PEEPs.	Plans in place and updated and reviewed at least termly.	Individual plans in place and reviewed termly	SENDCO, Head of School Sept 2025 – termly review
Staff members with physical needs or a disability will have a personalised support plan.	Head of School develops an individual plan for any staff members requiring personalised support, in a Personal Emergency Evacuation Plan (PEEP). Evacuation procedures are carefully considered and reviewed. All staff are aware of individual children's needs through shared plans. SENDCo termly monitoring. Health and Safety advice sought. Drills enable practise of PEEPs.	Discuss and devise plans at Staff Induction	Staff will be able to access the physical environment safely.	Head of School at time of recruitment and regularly reviewed

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Maintain access to the physical environment for adults and children with disabilities	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled toilets and changing facilities • Classroom shelves at wheelchair accessible height • Space to use specialist equipment • Emergency access and evacuation routes in place • Visual and auditory signals used • Areas well-lit • Furniture and equipment selected and adjusted appropriately • Seats available in waiting areas	Furniture is arranged to enable safe movement around school and in classrooms. Resources are made easily available.	Children and adults with disabilities will be able to access the physical environment.	SENDCO, Head of School Sept 2025 - termly

Aim 2: Improving access to the curriculum

Aims	Current Good Practice	Action required	Success criteria	Responsible persons; monitoring and review date
Staff will receive training based on the individual needs of pupils.	EHCP plans detail requirements for children and are regularly reviewed. Staff work in partnership with parents and carers and other professionals. Bespoke training provided to staff working with disabled pupils.	Review termly	Pupils will receive the support they need to be able to access the curriculum	SENDCo Sept 2025 and termly review
To enable all pupils to access the curriculum	Adaptive teaching and practice, such as scribing or recording for pupils, using technology and communication devices are in place. Support plans and EHCPs detail adjustment that enable access.			

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Outside agency support is in place for pupils who need this.	SENDCO refers to outside agencies, e.g. occupation therapy, health, specialist teachers, to enable children to receive the best possible support			
Curriculum planning provides opportunities for all pupils to take part and achieve	Teachers adapt planning to meet the needs of all children, in each curriculum area and beyond the curriculum.	SEND provision review, termly	All children will access the curriculum and extra-curricular activities	Class teachers, SENDCo - Sept 2025 and termly review

Aim 3: Improving access to information

Aims	Current Good Practice	Action required	Success criteria	Responsible persons; monitoring and review date
A range of communication methods will ensure information is accessible	We use a range of communication methods, including: • Technology (emails, letters, social media, telephone calls, etc.) • Support staff (breaking down Instructions) • Internal signage • Large print resources available • Pictorial or symbolic representations available	Ensure all staff understand their responsibilities to support communication methods	All stakeholders will be able to access information, as required	Head teacher, Class teachers, school administrator - Sept 25, termly
Pupil and parent voice will enable people to articulate their needs	Class discussions; school parliament and other representative groups. Opportunities for parents: pupil entry forms; parents' evenings; generic email address; staff availability	Ensure all staff understand their responsibilities to support communication methods.		

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