Accessibility Plan

2026–2029



This plan is designed for supporting pupils who may have experienced exclusion, disrupted education, social, emotional and mental health (SEMH) needs, or other barriers to learning.

The aim is to ensure that every pupil, regardless of background, disability, sex, race, religion or belief, sexual orientation, gender reassignment or other protected characteristic, receives fair treatment, appropriate support and equal access to education.

This plan reflects the needs of Primrose's pupils, staff, families and wider community. It is intended to support compliance with the Equality Act 2010, the Public Sector Equality Duty (PSED) where applicable, and relevant safeguarding, SEND and education requirements.

1. Equality objectives

Proposed objectives for the 2026–2029 review period.

The following objectives should be adopted following consultation with staff, pupils, parents/carers and the Primrose management committee or governing body.

Objective 1: Fair access and equal opportunities

Ensure all pupils have equitable access to teaching, enrichment and reintegration opportunities, regardless of their protected characteristics or individual needs.

Success measures: termly analysis of attendance, curriculum access, reintegration outcomes, any returning pupils, identifying and addressing any unexplained differences between pupil groups.

Objective 2: Inclusion, SEND and reasonable adjustments

Ensure disabled pupils and pupils with special educational needs receive appropriate support, reasonable adjustments and accessible learning opportunities.

Success measures: individual needs reviewed at least termly; reasonable adjustments seen during monitoring; pupil and parent/carer feedback gathered; accessibility barriers addressed.

Objective 3: Reduce discriminatory behaviour and prejudice

Prevent and respond consistently to racist, sexist, homophobic, disability-related and other discriminatory bullying, harassment and victimisation.

Success measures: all reported incidents recorded and investigated in line with policy; patterns reviewed termly; appropriate follow-up and support documented; staff and pupils understand reporting procedures.

Objective 4: Positive relationships and pupil voice

Promote respect, tolerance, cultural understanding and positive relationships between pupils from different backgrounds.

Success measures: equality and diversity included in the curriculum and personal development programme; pupil voice collected at least termly; actions taken in response to feedback recorded.

Objective 5: Equality in behaviour management and reintegration

Ensure behaviour policies, sanctions, suspensions where applicable, physical intervention and reintegration decisions are fair, proportionate, properly recorded and reviewed for potential discriminatory impact.

Success measures: termly analysis of behaviour incidents and outcomes by relevant pupil groups; documented review of significant disparities; improvement actions assigned and monitored.

Action required	Responsibility	Timescale	Evidence of compliance
Publish equality objectives and equality information.	Headteacher and management committee	Annually and within the applicable review cycle	Website publication and meeting minutes
Review equality, safeguarding, behaviour, anti-bullying, SEND and accessibility policies.	Senior leadership team	Annually and when required	Reviewed policies and action logs
Analyse attendance, exclusions or suspensions, behaviour incidents and educational outcomes for equality patterns.	Headteacher, SENCO and data lead	Termly	Anonymised equality monitoring reports
Review reasonable adjustments and access arrangements for disabled pupils.	SENCO and relevant staff	At least termly and when needs change	Support plans, adjustment records and reviews

Record, investigate and respond to discriminatory incidents.	All staff; safeguarding/behaviour leads oversee	As incidents arise; review termly	Incident logs and documented follow-up
Provide staff training on equality, unconscious bias, disability discrimination and inclusive behaviour management.	Headteacher	Annually and as required	Training records and staff evaluations
Consult pupils and families about inclusion, safety and barriers to participation.	Pastoral team and senior leadership	At least termly	Surveys, resulting actions
Consider equality impacts before significant policy or operational decisions.	Management committee and senior leaders	Whenever relevant decisions are made	Recorded equality impact assessments or decision records
Review staff recruitment, development, wellbeing and workplace equality.	Headteacher and Business Manager	Annually	Recruitment monitoring and staff feedback, as appropriate

Report progress against objectives and agree improvement actions.	Headteacher and management committee	Termly monitoring; annual review	Minutes, progress reports and updated objectives

3. Compliance requirements

At Primrose, we ensure that its equality arrangements cover the following areas.

- Public Sector Equality Duty: have due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.

- Publication: publish equality information annually and at least one specific, measurable equality objective within the applicable four-year cycle.

- Disability and SEND: consider reasonable adjustments, accessibility and individual support needs.

- Admissions and education: ensure access to education and services is not discriminatory.

- Safeguarding and behaviour: apply policies fairly, record incidents and respond appropriately to discrimination.

- Governance: ensure the management committee oversees compliance and monitors' progress.

The Equality and Human Rights Commission's guidance specifically covers PRUs and their management committees.

4. Monitoring and review calendar

When Required activity

Autumn term - Review pupil equality data, accessibility needs, policies and staff training.

Spring term - Evaluate progress against objectives and consult pupils and families.

Summer term -Complete an annual equality review, agree next steps and report to the management committee.

Annually - Publish updated equality information and maintain appropriate evidence of compliance.

Within four years Review and publish equality objectives at least as frequently as legally required.

5. Accountability

Headteacher

Leads implementation, staff training, policy compliance and reporting.

Management committee or governing body

Approves objectives, scrutinises evidence and challenges areas of unequal outcomes.

SENCO and pastoral/behaviour leads

Monitor individual support, reasonable adjustments, incidents and barriers to participation.

All staff

Promote inclusion, report concerns and contribute to fair and consistent practice.