

Accessibility plan



Approved by:	D Monteforte	Date: December 2025
Next review due by:	Dec 2026	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

A person has a disability if 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.

This plan aims to:

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

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
 - Pupils' parents.
 - The headteacher and other relevant members of staff.
 - Governors.
 - External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The accessibility audit

The governing board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
 1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
 2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
 3. The actions that will be undertaken are detailed in the following sections of this document.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including include as appropriate: pupils, parents, staff and governors of the school.

2. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Learning aids / tools to be produced Intervention training for support staff Creating an IEP with achievable targets. Termly learning support meetings to take place to assess and address pupil needs. Training for teachers on differentiating the curriculum for disabled children as required. Staff trained to meet individual medical needs of pupils where applicable.	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for dyscalculia. Assessments by professionals – Educational Psychologist to give a full cognitive assessment. Clinical Psychologists to give assessments to determine ADHD etc.	SENCO / class teacher / SEN teacher	Termly IEP reviews EHCP – Annual Reviews Teacher meetings Termly Parents' Meetings Staff completed training for specific needs.	To meet the child's needs In line with child's plan. Tracking the children on the SEN / IEP / watch list to see progress. Pupil needs reviewed and being addressed.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Some access for wheelchair users	Training as required	If a child requires a wheelchair, the classrooms upstairs would be swapped with the multi-purpose room downstairs to allow wheelchair access to the school, classroom, toilet, playground and gym. A Risk Assessment is carried out for the use of equipment e.g. crutches.	Headteacher SENCO H&S Officer Class teacher	As and when necessary	A wheelchair user is able to access the ground floor in the school.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations	Adaptions as required	Depending on the need of the child – reasonable adaptations will be put into place	Head teacher	As and when necessary	Meet the needs of the pupil

4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the the head teacher and SENCO.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy