



# Accessibility Plan

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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. We encourage every child to reach their potential while living out the message of the Good Samaritan: to help others, show acceptance, embrace diversity, and act selflessly. We are committed to challenging negative attitudes, including those surrounding disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

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

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

The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, 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. A person has a disability if they have a cognitive, physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life.
- 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 governing board acknowledges that the school, both the physical environment and the communication it disseminates must also be accessible to parents to allow them to best support their children's education.

The governing board also recognises its responsibilities towards both employees and visitors to the school 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 and visitors with disabilities to ensure that they can carry out their work effectively without barriers and undertake necessary reasonable adjustments

Overall aim	Current good practice	Additional actions to be taken	Person responsible	Timescale
<b>Pupils</b>				
Increase access to the curriculum for pupils with a disability	<ol style="list-style-type: none"> <li>1. The curriculum is reviewed to make sure it meets the needs of all pupils. It is adapted to ensure access for all pupils. The use of resources is tailored to specific needs, allocation of staff and visual support in the environment maximises the independence of our pupils.</li> <li>2. Curriculum resources include examples of people with disabilities</li> <li>3. Targets are set effectively and are appropriate for pupils with additional needs. Curriculum progress is tracked and reviewed for all pupil including those with disabilities.</li> <li>4. Pupil progress is reviewed termly with SLT, SENCo and class teachers to ensure any additional support is in place.</li> <li>5. We ensure that all pupils with complex and significant need can access a curriculum which meets their global development stages.</li> <li>6. Classroom chairs and tables are arranged to ensure full in and out of wheel chair access along with all peers</li> <li>7. The teacher of a pupil with hearing impairment ensures a mic is worn at all times by an appropriate adult to link to cochlear implants. This is supported by local</li> </ol>	<ol style="list-style-type: none"> <li>a. Teaching and support staff to undertake regular training on supporting pupils with SEND.</li> <li>b. Continue to utilise National College programme of CPD to develop the understanding of individual pupils needs and the impact of teaching and learning strategies.</li> <li>c. Develop the use IT, including AI, to enable all pupils to fully access the curriculum and develop personalised learning plans</li> </ol>	Assistant Headteachers	

	<p>authority specialist teachers. Seating is mindful of noise levels and conditions</p> <p>8. Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For all Educational visits, risk assessments are completed to evaluate access and additional adult allocation where required, shared with the EV lead and Head teacher</p> <p>9. Regular support from outside agencies, including, Educational Psychologist, STEPS and Speech and Language therapy etc</p> <p>10. Use of Chromebooks for longer pieces of writing to support cognitive needs</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ol style="list-style-type: none"> <li>1. Main entrance to the building is flat and can easily be access from the disabled parking space</li> <li>2. New ramps to ensure easy access between KS1 indoor and outdoor classrooms</li> <li>3. Wide corridors</li> <li>4. Disabled toilets and support frames to allow children to be independent</li> <li>5. Changing bed is available if required</li> <li>6. Classroom resources at wheelchair-accessible height</li> <li>7. Library shelves at wheelchair-accessible height</li> </ol>	<ol style="list-style-type: none"> <li>a. Carry out an access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. The audit will be conducted with parents of children with disabilities.</li> <li>b. Review external access to KS2 classrooms. Whilst there is step-free access, but there are areas where the integrity of the path is failing, the incline is quite steep, or suitability is reduced during poor weather. Identify how improvements can be made and how these can be delivered by September 2027.</li> <li>c. Assess the viability of allocating a specific space for children with complex needs. Availability will depend in part upon pupil numbers within the incoming cohort and</li> </ol>	<p>School Business Manager</p>	<p>July 2026</p>

	<ol style="list-style-type: none"> <li>8. Footpads on furniture to minimize the noise and potential distraction for those with a hearing impairment</li> <li>9. PEEP in place for all pupils with a disability or sensory which may impact their exit from the building in an emergency situation.</li> <li>10. Wellbeing spaces in all classrooms to provide with pupils the opportunity to overcome low-level anxieties to learning.</li> <li>11. Breakout room accessible for pupils</li> </ol>	<p>class sizes across mixed year groups as well as potential to repurpose existing spaces. Assessment needs to include SEN needs, health &amp; safety, safeguarding and financial considerations.</p> <ol style="list-style-type: none"> <li>d. Continue to monitor and service equipment aids as required.</li> <li>e. Accessibility learning walk to monitor and review environment and access at the start of summer term once needs of future Foundation cohort are known.</li> </ol>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible depending on need. This includes:</p> <ol style="list-style-type: none"> <li>1. Internal signage</li> <li>2. Large print resources</li> <li>3. Pictorial or symbolic representations (including use of widget for consistency), including on signs around the building and carried by staff on lanyards</li> <li>4. Coloured paper and overlays</li> <li>5. Visual timetables</li> </ol>	<ol style="list-style-type: none"> <li>a. Utilize digital technology, including AI, to develop communication to reflect the needs of pupils</li> <li>b. Improve signage throughout the school, including location, consistency, quality and impact</li> <li>c. Continued SEND support and guidance</li> </ol>	<p>Assistant Headteachers / School Business Manager</p>	<p>Sept 2026</p>

Overall aim	Current good practice	Additional actions to be taken	Person responsible	Timescale
<b>Parents and other visitors</b>				
Ensure that parents and visitors with disabilities are not discriminated against and can access school life	<ol style="list-style-type: none"> <li>1. Provide disabled parking space</li> <li>2. Offer flexibility over drop-off/pick-up time to allow parents to still pick up</li> <li>3. New reception desk accessible at wheelchair height</li> <li>4. Public parts of the school are all step free</li> <li>5. Disabled toilet accessible from the public part of the school</li> <li>6. No step access around the outside of the school to allow all parents to drop off/pick up at the classroom door</li> </ol>	<ol style="list-style-type: none"> <li>a. Explore opportunity for alternative formats for home school communications that reflect parents' needs and can increase awareness and engagement. Examine how to make written communication and signage more accessible for parents through the use of alternative formats, medias and/or translations.</li> <li>b. Training for front of house staff to deliver improved communication.</li> <li>c. The main entrance to school is step-free and accessible from a physical perspective. As part of accessibility audit assess whether the area is a welcoming environment for those with disabilities. Assess whether there needs to be clearer communications about the support available and how people can ask for this support or access it themselves. Develop action plan to implement findings, and deliver as far as practically possible.</li> <li>d. Conduct website compliance audit using DfE guidance and implement changes needed.</li> <li>e. Continue to encourage support group for parents of SEN pupils, ensure this can be accessed and is relevant to all SEN parents.</li> </ol>		

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, SENCo, School Business Manager and the SEN and Equalities governors. It will be approved by the governing board.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy