



Accessibility Plan

Approved by:	FGB and Headteacher	Date: September 2025
Last reviewed on:	September 2025	
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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.

Our school vision is a commitment to helping every child achieve their full potential. We strive to provide an inclusive and accessible environment that values and supports all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs..

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.

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 senior leaders, 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 PRACTICE	GOOD	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		To continue to make adaptations to the curriculum through scaffolding	Staff training to cover this approach and to revisit frequently. Monitoring to focus upon the quality of scaffolding which is enabling pupils with disabilities to access learning.	All staff Governors to monitor	Embedded throughout the curriculum by 2028.	Clear and effective scaffolding teaching strategies and resources used across the curriculum.
			To continue to prioritise professionally developing staff	Implement a cycle of learning related to SEND needs. Initiate specific training where needed to benefit SEND learners or to facilitate changing needs All staff to become self-learners by following up and deepening their knowledge			Deepened knowledge of wide ranging SEND Needs to increase inclusion and curriculum accessibility.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities		To renew and upgrade the facilities to increase and maintain accessibility.	Review each change to the physical environment with accessibility in mind. Ensure adaptations are made for safety when individually considering needs of the pupils. Make necessary risk assessments to ensure safety with accessibility.	HT, SBM and Site Manager	Ongoing – to be maintained	School site is accessible and all additions reflect the consideration of accessibility

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations – WIDGET • Learning environment developed to reduce cognitive load Our school, shares local offer information and invites parents to partake in learning with their child, for example. 'Nurture Come and Learn'		Maintain and expand upon: • visual representations within school, through the WIDGET resource. • The learning environment to reduce cognitive load and improved understanding of the communication displayed.	Inclusion leader to complete annual learning walks and feedback to staff. Engage in external reviews from the Local Authority, SEND provision.	All staff Inclusion leader to monitor.	Embedded by 2028	Visual representations and the presentation of the learning environment fully orientated towards accessibility.

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 governing board and the headteacher.

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 needs policy