



Accessibility Plan

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| Last reviewed: | January 2025 |
| Date to be reviewed: | December 2027 |
| Date approved by the full Governing body: | January 2025 |

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

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.

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.

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 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 disabled pupil faces in comparison with non-disabled pupils. 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice.

| 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 | RESOURCES | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers a curriculum for all pupils that can be adapted based on the needs of individual pupils We use resources tailored to the needs of pupils who require support to access the curriculum 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 ensure it meets the needs of all pupils | <p>To ensure that the new curriculum increases access for pupils with a disability (MT)</p> <p>To ensure the effective use of resources and specialised equipment to increase access to the curriculum for all pupils (ST/MT)</p> | <p>To include example of people with disabilities in curriculum resources</p> <p>To write further advice to support all staff to use appropriate reasonable adjustments to include all pupils with a disability in all curriculum areas</p> <p>Seek advice regarding tools for specific subjects e.g. DT, IT and art.</p> <p>Purchase and allocate other resources as required e.g. sloping boards, sensory cushions, reading rules, coloured exercise books, overlays, adapted</p> | Curriculum Lead SENCo Subject leaders | <p>Cost of new resources/equipment</p> <p>Time allocated</p> <p>Training time</p> <p>Potential cost of training</p> | January 2025 to December 2027 | <p>Resources positively reflect people with disabilities in all curriculum areas</p> <p>All pupils access all curriculum areas</p> |

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| | <ul style="list-style-type: none"> ● School uses access arrangements to support individual pupils. These are based on individual pupils' usual way of working ● School liaises with a range of professionals and external agencies to support those pupils with additional needs ● Good communication and engagement is in place with parents and carers | <p>To adjust the curriculum so that those pupils with the highest level of need access all subject areas (ST/MT)</p> <p>To organise/deliver training for staff to increase access to the curriculum for all pupils (MT/LT)</p> <p>To increase communication and</p> | <p>pens/pencils, chew/fiddle toys.</p> <p>Ensure specialist equipment (e.g. hearing aids) are regularly checked as outlined within plans</p> <p>Update personalised plans for those pupils with an EHC plan or those who are undergoing the "assess, plan, do, review" process. Include advice from external agencies to reflect the needs of the whole child. Use of one page profiles to ensure information is shared with key staff</p> <p>Health and medical training from school nurse team. Update mental health training on an annual basis. Training on HQT for all pupils. Share online resources/website with staff. Ongoing guidance from specialists</p> <p>Half termly meetings with parents/carers. Some meetings</p> | | | | |
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| | | <p>engagement with parents and carers (ST/MT)</p> <p>To further develop the strategic deployment of support staff to meet the range of needs within school (LT)</p> | <p>themed e.g. autism awareness. Parent's evenings. Annual reviews with the SENCo</p> <p>Create a plan of action to identify staff for specialist teams. Train staff to create specialist teams to support pupils with additional needs across the school</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> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Furniture at an accessible height, including classroom tables | <p>To make adjustments to ensure that pupils with a range of disabilities access the physical environment:</p> <p>To liaise with the Teacher of the Deaf to ensure that all is in place to ensure that pupils access the physical environment (LT)</p> <p>To liaise with the Teacher of the visually impaired to ensure that</p> | <p>Learning walk to identify areas of difficulty in school. Plan changes e.g. carpeted areas, blinds, induction loops where appropriate</p> <p>Trip hazards identified and addressed with support from the</p> | <p>Head teacher SLT SENCo External agencies</p> | <p>Cost of material and labour Time Cost of training</p> | <p>January 2025 to December 2027</p> | |

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| | <ul style="list-style-type: none"> School uses a range of outreach services to support with making the environment more accessible for people with a disability | <p>all is in place to ensure that pupils access the physical environment (LT)</p> <p>Maintain safe access around the exterior of the school</p> <p>Maintain safe access around the interior of the school</p> <p>Ensure pupils with a medical need are safe within the school environment (ST – annual updates)</p> | <p>sensory team where appropriate. Maintenance of steps, doors or identified hazards highlighted with yellow paint/tape</p> <p>Regular maintenance of the grounds. Ensure that the school garden is accessible to all pupils</p> <p>Risk assessments for individual pupils with a disability to ensure that they are safe within the school environment</p> <p>Maintain and share health care plans and medical information. Ensure relevant staff receive first aid training and specific medical needs training e.g. diabetes, epilepsy training where relevant</p> | | | | |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is | To make adjustments to ensure that pupils with a hearing impairment can fully | Liaison with the Teacher and TA of the deaf. Sharing of planning and resources. Coaching | Headteacher SLT SENCo | Time Cost of resources/labour | January 2025 to December 2027 | |

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| | <p>accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● Use of coloured overlays and paper ● Access to print outs of presentations to support learning | <p>access the delivery of information</p> <p>To make adjustments to ensure that pupils with a visual impairment can fully access the delivery of information</p> <p>To make adjustments to ensure that pupils with severe, persistent and complex needs fully access information in their learning environment</p> | <p>of staff in school to develop skills and knowledge (MT/LT)</p> <p>Liaise with the service for VI. Identify ways of adjusting delivery of information to ensure that pupils with this impairment are fully included in all communications within school (MT)</p> <p>Advice and coaching from external agencies to develop the use of visuals for those pupils with, and working towards getting, an EHC plan. Use of a personalised curriculum within the provision room. (MT)</p> | <p>External agencies</p> | <p>Cost of external agency time</p> | | |
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board /the headteacher.

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