



# 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.

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 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

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	<p>Explain your school's approach here.</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Appropriate adult support to meet needs of the children.</li> <li>• Pupil Voice</li> </ul>	<p>Short Term –</p> <p>Ensure all children who are working significantly below age related expectations are working on small steps to fill learning gaps.</p> <p>Medium Term –</p> <p>Track progress of children on small steps to ensure progress is being made.</p> <p>Long Term –</p> <p>All children who have additional needs are working with appropriate support/resources and with a differentiated curriculum to make significant progress.</p>	<ul style="list-style-type: none"> <li>• Staff training on small steps to enable a personalised curriculum.</li> <li>• Quality First Teaching in lessons.</li> <li>• Ensure children have aids/resources to enable learning according to their needs. E.g. reading pens, laptops, overlays</li> <li>• Review of curriculum to ensure access for all learners</li> <li>• Adequate and appropriate distribution of adult support.</li> </ul>	<p>Inclusion Lead/SENDCo</p> <p>All staff</p> <p>All staff/Inclusion Lead</p> <p>Curriculum Leads along with SENDCo</p> <p>SLT</p>	<p>Short term – by Easter 2025</p> <p>Medium Term – May 2025</p> <p>Long Term – July 2025</p>	<p>Children are included in the classroom</p> <p>Children are engaged in their learning</p> <p>Children are filling their learning gaps by achieving success at small steps and making measurable progress</p> <p>Children have access to necessary resources to enable them to learn within the classroom setting</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width suitable for wheelchair access</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Classroom layout – spacious to allow for wheelchair access</li> <li>• Safe spaces – children have a space for regulation</li> <li>• Dining Hall – space for children to eat their lunch both inside and outside. Dining hall has additional space around the tables for access including wheelchairs.</li> <li>• Specialist chairs to accommodate children's movement needs</li> </ul>	<p>Short Term –</p> <p>Ensure that the physical environment is maintained to enable access to the school site for all.</p> <p>Increase accessibility to dining hall by purchasing table blocks to raise the dining tables.</p> <p>Medium Term –</p> <p>Additional outdoor games to enable inclusion for all children to participate e.g., chess, Jenga, connect 4, corn hole</p> <p>Long Term –</p> <p>Addition of communication boards to the outside spaces to enable inclusion for those children with speech and language difficulties.</p>	<ul style="list-style-type: none"> <li>• Buy table blocks for dining tables</li> <li>• Addition of outdoor games</li> <li>• Raise funds for communication boards.</li> <li>• Design communication boards and contact company for pricing.</li> <li>• Maintenance of site</li> </ul>	<p>Inclusion Lead Site team</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Caretaker</p>	<p>Ongoing</p> <p>Summer term</p> <p>By December 2025</p>	<p>Inclusion for all during unsupervised times</p> <p>Access to lots of different games</p> <p>Children enjoying lunchtime and have a variety of games to play with their friends.</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Social Stories</li> <li>• Dual coding for vocabulary</li> </ul>	<p>Medium Term – Transition plans put in place for specific children.</p> <p>Long Term – Addition of resources to the website to enable consistent communication at school and home. Set up pupil voice group of children on SEN register to obtain their views.</p>	<ul style="list-style-type: none"> <li>• Create a bank of easily accessible social stories</li> <li>• Addition of information to website which can be shared with parents/carers</li> <li>• Transition plans to be started earlier for some children based on their individual needs.</li> <li>• Set up pupil voice group of children on SEN register to obtain their views.</li> </ul>	<p>LSA Staff alongside Inclusion Lead</p> <p>Admin along with Inclusion Lead</p> <p>All staff alongside Inclusion Lead</p> <p>Inclusion Lead</p>	<p>From Easter 2025</p> <p>Summer term 2025</p>	<p>Transition which supports children's needs ensuing that they are regulated and ready for changes.</p> <p>Accessible website with consistent communication for parents and children.</p>

## **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 SENCo and headteacher.

It will be approved by governing body's resource committee.

## **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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy