

Accessibility plan



Approved by:	Leadership	Date: 1st September 2024
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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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan 2024 - 2027

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

AIM	CURRENTGOOD PRACTICE	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 - Visual and concrete resources used to support learning, e.g. taskboards, visual prompts, picture symbols, visual timetables, pictures, word banks, writing frames, number lines, Numicon, multiplication squares. - 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 improve our SEND provision through the use of personalised tracks	Embed framework for personalised learning tracks Train and support staff Monitor implementation Measure impact	Leadership	July 2026	Frameworks are used effectively by all members of staff to ensure progress of SEND children
		Ensure educational visits are accessible for all children	Liaise with children and parents to identify any issues causing anxiety	Leadership	Ongoing	All children have individual arrangements in place that ensures they full access to our educational visits
			Designated member of staff to be assigned to support SEND pupils and those with medical conditions or other disability	Leadership	Ongoing	
			School to liaise with providers to ensure provision is put in place and visit is accessible for all pupils	Teachers	Ongoing	
		Disseminate the information needed for children with a disability, on the SEND Register and	Termly review of school data list to coincide with census returns.	Leadership	Start of each academic year	All staff will have a thorough understanding of needs in the classroom and leadership with
				SEND CO		

		identified health needs to all staff.	Ongoing monitoring of Quality First Provision to monitor inclusion and identify areas for development Regular meetings between staff and SENDCO	SENDCO	Ongoing Termly	know where to support for CPD
		Access to technology and any other specialist equipment	SENCO working with Sensory Teachers Team (e.g. VCN for the Visually Impaired, SEND iPads)	Class teachers in discussion with SENDCO	Ongoing	Computing is used effectively to support engagement in the curriculum
		Planned physical adjustments in the classroom	Seating arrangements to take account of sight lines, posture and concentration and use of writing slopes and work stations which are available when necessary Adjustments to reduce glare, e.g. coloured overlays on text, coloured background on computer screen/interactive whiteboard, coloured paper exercise books	Class teachers in discussion with SENDCO Class teachers in discussion with SENDCO	Ongoing	Children have physical resources, suited to their needs, which enable access to the curriculum
		Monitored withdrawal of identified pupils for specific teaching or therapy ensuring	Liaise with outside agencies Regularly monitor through	SENDCO	Ongoing	Children receive allocated interventions but do not miss the

		children do not as a consequence miss teaching or other activities All PE lessons suitably modified to enable all children with SEND/Medical needs to access the PE curriculum, with access to appropriate sports equipment and resources.	Access, Plan, Do, Review cycle. Advice from Local Borough Occupational Therapists / Physiotherapists to support individual children with care plans.	Leadership	Ongoing	same subject from the curriculum All children have access to a physical education with adaptations where necessary
AIM	CURRENTGOOD PRACTICE	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 • lift • Disabled toilet downstairs • Emergency and evacuation systems enable all pupils to feel safe • Yellow markings painted on to steps, wall edges and trip hazard for Visually Impaired pupils. • Use of ear defenders for pupils with noise sensitivity • Reduced sensory stimulation for ASD pupils with sensory sensitivities	White lines for visually impaired visitors Emergency evacuation	Paint white lines around outside of building for ease of access for visually impaired visitors Ensure Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties	Premises Leadership and premises	Autumn term 25 Autumn term 25	Visually impaired visitors can safely access the school, building All children can be safely and quickly evacuated from the building by trained members of staff

AIM	CURRENTGOOD PRACTICE	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 • Pictorial or symbolic representations • manipulatives • VCN technology on SEND computers	To ensure that parents who are unable to attend parents evening due to disability, can access parents evenings. To support parents who are unable to access written information Delivery of information supports pupils with disabilities	Teaching staff to hold parent's evening via telephone or send home written information School staff to support parents/carers to access information and to complete forms where necessary The school will make itself aware of the services available for converting written information into alternative formats/langauges Information to be provided in simple language, symbols, large print or digital format and is available on request in Braille. Use google reading aloud for teaching resources and describing diagrams, pictures.	Headteacher Class Teachers Leadership Leadership Admin Team Class teachers	Autumn 24 onwards Ongoing Autumn 24 onwards Ongoing Autumn 24 onwards	All parents/Carers will have access to information regarding their child's progress Parents will have access to all the information they need Children will have access to the information which they need to make progress

		All staff are familiar with technology and practices developed to assist people with disabilities	Homework assignments take account of pupils with disabilities Monitor homework is differentiated for children with SEND Staff training needs identified	Class teachers Leadership Digital Leads	Ongoin Ongoing Spring 24	Staff CPD identified
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