

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.

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

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

AIM	CURRENT GOOD 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 an appropriate and broad curriculum for all pupils • We use strategies and 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 make sure it meets the needs of all pupils	Develop our use of adaptive teaching strategies to ensure that all children are getting the best from the curriculum at all times	Provide CPD to leaders, teachers and TAs to ensure that all are informed about strategies that they can employ. Make use of fortnightly focus to keep teachers/TAs practising and to ensure monitoring of the approaches being used. Use staff meetings to share suggestions, discuss what's working well and consider any new research findings. Monitor what is seen in classrooms, what children tell us about the strategies that help them most and what is seen in books to ensure that all children are accessing the full curriculum. Ensure that staff understand that adaptations are for any child who needs them, not just a SEND strategy. Could be for EAL or for children who struggle with a particular curriculum area for example.	Assistant Head Teacher with SLT	Ongoing Termly evaluation as part of the SDP	Every child is provided with any adjustments that they need to enable them to all access the curriculum fully. This means accessing the most appropriate curriculum to them. For the vast majority of children this is age-related. Some children in the resource provision may access a curriculum which is more specialised to their needs. Some provision children may access a hybrid between age-related and specialised curricula. Nevertheless, adaptations should be in place as appropriate to need.

AIM	CURRENT GOOD 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: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • No steps in the building so wheelchair access throughout	Systems maintained to ensure continued assessment of what is needed in the physical environment to ensure accessibility to the current cohort	Termly discussion of needs at core group meetings	Assistant Head	Ongoing	All stake holders can access the physical environment of the school.
Support children with sensory processing difficulties by using sensory room facilities, sensory resources and sensory breaks.	Staff are trained in how to use the rooms and resources effectively with the children. Use of sensory breaks and understanding of sensory processing difficulties has a positive impact on children's ability to access in class learning through greater levels of attention and focus.	Continue to adjust the use of sensory strategies to meet the needs of children with sensory processing difficulties	Termly discussion of needs at core group meetings	Assistant Head and ASD lead teacher	Ongoing	All children can access sensory resources and rooms if necessary.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the availability of accessible information	School website complies with accessibility requirements; key documents available digitally	Ensure all communications and information are accessible to pupils, parents and visitors with disabilities	Audit the accessibility of school communications; provide alternative formats on request; review website accessibility annually	Office Admin staff with oversight from HT and support of Community Ambassador	Annual review	All families and visitors can access information in a format that meets their needs

The Senior Leadership Team will monitor the implementation of this plan through termly discussions and through the School Development Plan review cycle. Progress will be reported to the Local Advisory Committee annually. The plan will be formally reviewed every three years, or sooner if required, to ensure it remains relevant and effective.

The school will seek feedback from pupils and parents with disabilities to inform future improvements. This may include surveys, pupil conferencing, and consultation through the SEND and Inclusion teams.

This plan should be read alongside our SEND Policy, Equality Policy, Health and Safety Policy, and School Development Plan.