



Accessibility Policy

Version Control

Review cycle: Three year basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Spring Term 2028

School Version	Date Amended	Amends/Actions	Date Adopted
Spring 2021	31/01/2025	Updated changes, applied style formatting	Spring Term 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.

Our school mission is that we aim to provide a learning environment where all children can achieve their highest potential and to foster a climate where all children, regardless of class, race, gender or disability feel secure and can grow in confidence and self esteem.

The Accessibility Plan will be published on the school website and paper copies are available upon request. It will be monitored through Governing Body committees and reported to the Full Governing Body with the school working in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussion.

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.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

This definition includes people with a Hearing or Visual impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and Incontinence. People with ADHD, ASD, Downs Syndrome, Severe Asthma, Diabetes, Cancer, Epilepsy, Sickle Cell Anemia, and HIV are deemed disabilities. Facial Disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been diagnosed in the past with a disability [for example those who have recovered from Cancer or with a history of Mental Illness] they are still covered by the legislation for the rest of their lives.

Current Range of Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. These include social communication difficulties, Autistic Spectrum Disorder, ADHD, Hearing Impairment and medical conditions that require daily care.

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.

Aim	Target	Actions to be Taken	Person Responsible	Time Scale	Success Criteria
Increase access to the curriculum for pupils with a disability	1. Increase confidence of staff in adapting the curriculum	a) Undertake audit of staff training needs on curriculum access. (particularly new staff) b) Assign INSET training identified e.g. dyslexia, adaptations, alternative recording	SENDCo, DH, Key Stage Leads	Short term	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure all staff are aware of disabled children's curriculum access	a) Embed system of individual access plans for disabled children (learning plans). b) Embed system for information to be shared with appropriate staff (SEND register and monitoring list)	SENDCo, DH, Key Stage Leads	Short term	All staff aware of individual pupils' access needs.
	3. Ensure all school trips and residential are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate residential locations to ensure accessibility for all pupils	Educational Visits Coordinator, SENDCO	Medium term	All children in school able to access all school trips and take part in range of activities.

Aim	Target	Actions to be Taken	Person Responsible	Time Scale	Success Criteria
	4. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE curriculum to address disability equality issues c) Have section on disability equality and curriculum access on staff share	SENDCo, Deputy Headteacher, Key Stage Leads	Medium term	Gradual introduction of disability issues into all curriculum areas.
	5. Develop consistent approach to adaptations and alternative recording in school	a) Devise and consult on model school policy with good practice guidance b) Organise staff meetings to share good practice	SENDCo, Deputy Headteacher, Key Stage Leads	Long term	All staff confident and consistent in range of adaptive teaching strategies and use of alternative recording.
	6. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	SENDCo/ SLT	Long term	All staff work from a disability equality perspective.
Improve and maintain access to the physical environment	1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of Learning Plans	SENDCo	Short term	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are better aware of access issues.	Provide information and training on disability equality for all staff.	SENDCo/ Headteacher	Short term	Raised confidence of staff and governors in commitment to meet access needs.

Aim	Target	Actions to be Taken	Person Responsible	Time Scale	Success Criteria
	3. Ensure that all disabled pupils can be safely evacuated.	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	Site manager, SENDCo and Headteacher	Medium term	All disabled children and staff working with them are safe and confident in event of fire
	4. Ensure all fire escape routes are suitable for all.	Request advice from Health and Safety Adviser on accessibility of exit routes and fire doors	Site manager, SENDCo and Headteacher	Medium term	All disabled staff, pupils and visitors able to have safe independent access in emergency situations
	5. Audit the reception security and entry system to make it more accessible and welcoming.	Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA.	Site manager and Headteacher	Long term	All disabled people able to access reception and enter independently.
Improve the delivery of information to pupils with a disability	1. Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print	Office staff	Short term	All parents getting information in format that they can access e.g. tape, large print.
	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information	SENDCo and Headteacher	Short term	Staff start to produce routine information to children in more accessible ways.

Aim	Target	Actions to be Taken	Person Responsible	Time Scale	Success Criteria
	3. Produce accessible information and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible SEN, curriculum info and Mentor support information for the school. b) Routinely distribute information from Supportive Parents c) Establish a parent's information board on SEN / disability issues on the school website and via twitter/school app	SENDCo	Medium term	Increased confidence of parents of disabled children and those with SEN to support their children's education.
	4. Children become more aware of their own learning styles and access needs	Encourage pupils to express their access needs and explore learning styles	SENDCo/ class teachers/	Long term	Children able to articulate their access needs and understand their own learning styles.

4. 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
- Supporting pupils with medical conditions policy

5. Monitoring and Review

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 headteacher.