

SEND

Accessibility Plan



Last reviewed on: Autumn 2025

Next review due by: Autumn 2026

Definitions:

‘A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities’.
Equality Act 2010

Further definitions from the Equality Act 2010:

Long term - is defined as ‘lasting or likely to last for at least 12 months’.

Physical impairment - includes sensory impairments such as those affecting sight or hearing.

Mental impairment - covers a wide range of impairments relating to mental functioning.

1. Legal Framework

This Accessibility Plan is written in accordance with:

- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)
- The Children and Families Act (2014)
- The Public Sector Equality Duty (PSED)
- The Statutory Guidance on Supporting Pupils with Medical Conditions (DfE, 2017)

The Equality Act 2010 defines disability as: “*A physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.*”

2. Aims

Our Accessibility Plan aims to:

1. Increase the extent to which disabled pupils can participate in the school curriculum.
2. Improve the physical environment to enable disabled pupils to take better advantage of education, facilities and services provided.
3. Improve the availability and accessibility of information for disabled pupils, parents and carers.

The plan will be monitored annually and evaluated by the governing body.

3. Vision and Values

Our school is committed to inclusion, equality and the removal of barriers to learning. We aim to:

- Get to know every child as an individual and meet their diverse needs.
- Provide a broad, balanced and stimulating curriculum accessible to all.
- Celebrate achievement and promote high expectations.
- Foster independence, self-esteem and confidence.
- Work in partnership with families and external agencies.

We recognise diversity as a strength and strive to ensure all children feel valued and included.

4. Information Gathering and Monitoring

To ensure the plan is meaningful and up to date, we collect and review:

- SEND and medical information on entry and during the school year.
- Attendance, exclusion and behaviour data.
- Pupil progress and attainment information.
- Pupil and parent/carers voice.
- Accessibility of curriculum areas, extra-curricular activities and school visits.
- Staff training needs.
- Physical and environmental audits.

This informs future planning and supports early identification of barriers.

5. Improving the Physical Environment

We aim to ensure the school environment is accessible to all by:

- Maintaining step-free access across the site and ensuring pathways are free from obstruction.
- Providing a disabled toilet that meets current accessibility standards.
- Ensuring all corridors and doorways accommodate wheelchair users.
- Having clear signage, including visual symbols when appropriate.
- Adjusting classroom layouts to support mobility and access.

- Providing specialist furniture and equipment (e.g. height-adjustable desks, sloping boards, supportive seating).
 - Ensuring emergency evacuation procedures include Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities.
 - Providing quiet/sensory spaces for pupils who require them.
 - Reviewing disabled parking and drop-off arrangements annually.
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6. Increasing Access to the Curriculum

We ensure curriculum access for all by:

- Using quality-first teaching strategies and reasonable adjustments to support all learners.
 - Differentiating lessons, resources and teaching approaches.
 - Providing alternative ways to record learning (e.g. speech-to-text, use of ICT, visual supports).
 - Providing specialist equipment and resources for pupils with sensory or physical needs.
 - Ensuring staff receive up-to-date training related to SEND needs (e.g. ASD, dyslexia, medical training, communication strategies).
 - Ensuring pupils with disabilities are fully included in school trips, clubs and wider activities through risk assessments and adaptations.
 - Working closely with external agencies such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, and the Educational Psychology Service.
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7. Improving Access to Information

We aim to make written and verbal information accessible to all by:

- Providing information in alternative formats when requested (e.g. large print, coloured overlays, simplified language).
 - Ensuring the website meets accessibility standards (WCAG 2.1 AA).
 - Ensuring signage in school is clear, visual and easy to understand.
 - Offering translation or interpreter support for families with EAL where possible.
 - Ensuring staff are aware of best practice in producing accessible documents.
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8. Consultation and Pupil Voice

The plan is informed by:

- Regular reviews with pupils on the SEND register to gather their views.
 - Parent/carers meetings, including structured conversations.
 - Feedback from external professionals.
 - School Council discussions where appropriate.
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9. Roles and Responsibilities

- The Governing Body monitors and approves the Accessibility Plan.
- The Headteacher ensures compliance and provides resources.

- The SENCo leads implementation, carries out audits, coordinates support, and advises staff.
 - All staff contribute to removing barriers and promoting inclusion.
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10. Review and Publication

This plan will be:

- Reviewed annually.
 - Published on the school website.
 - Available in alternative formats on request.
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11. Action Plan Overview (2024–2027)

Curriculum Access

- Ongoing staff training in differentiation, autism, sensory needs and mental health.
- Expand use of assistive technology.

Physical Environment

- Continue accessibility audits.
- Improve visual signage and wayfinding.

Information Access

- Update website accessibility.
- Provide easy-read versions of key policies.

This Accessibility Plan supports our commitment to creating an inclusive learning environment where every child can thrive.