



Accessibility Plan

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Prepared by	SENCO and Safeguarding Lead
Approved by	Governing Body
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Changes	Version 2 Adapted with changes to school layout Version 3 Action plan updated and dates Version 4 Aims and Action plan updated and dates



Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9

1. Aims

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and supports our school's commitment to promoting equality of opportunity and eliminating discrimination for children, staff, parents and visitors with disabilities.

The purpose of this plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to children with disabilities.

At our school, we aim to provide every child with the resources, environment and positive relationships they need to achieve their full potential. We are committed to ensuring that all children have equal opportunities to learn, participate and succeed within a safe, supportive and inclusive community. We believe that all children should be ready, respectful and safe, demonstrating consideration for others and their environment while developing an understanding of their role within the wider community. We celebrate diversity and promote respect for all cultures, backgrounds and individual differences.

As a fully inclusive school, we value and celebrate the uniqueness of every child. We are committed to removing barriers to learning and participation and ensuring that children, including those with disabilities and special educational needs, can access a broad, balanced and ambitious curriculum. Through high-quality teaching, reasonable adjustments and appropriate support, we encourage all children to become confident, independent learners who can thrive regardless of their individual needs, strengths or preferred learning styles.

Our school recognises its duties under the Equality Act 2010 to:

- Not discriminate against disabled children in relation to admissions, education, exclusions or access to benefits, facilities and services.
- Make reasonable adjustments for disabled children, staff, parents and visitors with disabilities.
- Plan strategically to increase access to education for children with disabilities over time.
- Publish and regularly review an Accessibility Plan.

Our school will consult with children, parents/carers, staff, governors and external professionals where appropriate when developing and reviewing accessibility arrangements. The Accessibility Plan will be reviewed annually and updated at least every three years, or sooner where significant changes to need or provision arise.

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.

We are a part of the Rose Learning Trust whose vision is 'Transforming Futures Collaboratively' working together to improve outcomes, life chances and equity for all children.

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.

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 201

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 ambitious, inclusive and adaptive curriculum which enables all pupils to access learning and achieve their full potential. • We use adaptive teaching strategies and reasonable adjustments to meet the needs of individual pupils. • We use resources, equipment and assistive technology tailored to the needs of pupils who require additional support to access the curriculum. • Curriculum resources reflect diversity and include positive representation of people with disabilities. • Curriculum progress is monitored and tracked for all children, including those with disabilities and additional needs. • We use graduated approach (Assess, Plan, Do, Review) to identify, plan and review support for pupils with SEND. • We understand the importance of early	<u>Short Term</u> To ensure through appropriate adaptations, resources and reasonable adjustments children are enabled to develop independence in learning. . <u>Medium Term</u> To develop consistent adaptive teaching practices and targeted support across the school, enabling pupils with SEND and disabilities to participate fully in learning and wider school life. <u>Long Term</u> To create an inclusive school culture where all pupils, regardless of need or disability, feel valued, resilient	Monitor teaching and learning through lesson visits, learning walks and book scrutinies to ensure all children continue to have equal access to the curriculum. Provide ongoing training for staff to develop knowledge of SEND, adaptive teaching and strategies that promote pupil independence. Gather and act upon pupil voice through questionnaires, interviews, pupil ambassadors and SEND pupil discussions. Review the curriculum annually to ensure it remains inclusive, accessible and representative of the diverse needs of all learners. Audit and review the availability and effectiveness of	Deputy Headteacher and SENCo	September 2027	All children have access to a curriculum that inspires them to be the best they can be A newly developed in school resource centre and evolution of sensory spaces and dedicated learning spaces to support children in accessing the curriculum throughout school Adaptive teaching practices are consistently embedded across the school, enabling children with additional needs to participate fully in lessons, enrichment activities and wider school life

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	identification of need using our Identification and Monitoring Pathway. • We set personalised and appropriate targets for children with additional needs, which are reviewed regularly in partnership with children, parents/carers, class teachers and the SENCO. • We work collaboratively with external agencies and specialist services where additional advice or support is required. • We ensure our offer of educational visits, enrichment activities, clubs and wider school opportunities are accessible to all children. • We provide ongoing, regular staff training to develop knowledge and confidence in meeting a range of SEND and disability needs. • We promote pupil voice by ensuring children are involved in decisions about the support and adjustments they receive.	and able to achieve their full potential. To maintain a curriculum that is regularly reviewed and adapted to meet the diverse needs of all learners.	reasonable adjustments, specialist resources and assistive technology. Monitor the participation of pupils with SEND and disabilities in wider school activities, including clubs, educational visits and leadership opportunities. Work collaboratively with parents, carers and external professionals to identify and remove barriers to learning and participation. Report progress against accessibility targets to governors on at least an annual basis. Develop and implement the "Shooting Stars" programme to celebrate the strengths, achievements and			alongside their peers. The school promotes a positive and inclusive culture where diversity is celebrated, pupils feel valued and respected, and barriers to learning are minimised through regular curriculum review and responsive provision. Strong partnerships with families are established through initiatives such as the Shooting Stars Programme, resulting in increased parental engagement, greater understanding of SEND, and positive feedback from pupils,

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			diverse needs of pupils with SEND, while fostering positive relationships with families and increasing parent knowledge and engagement.			parents and staff regarding inclusion and support.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height.	<u>Long Term</u> To gather the views of children with a disability <u>Medium and Short Term:</u> To continue to maintain the school environment to ensure it meets the needs of disabled learners.	Continue to monitor the learning environment.	Headteacher, SENCo, Site Manager, Health and Safety	September 2027	School is accessible for all learners
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	Refresher training for staff as and when required based on the needs of individual learners	Training and liaising with external agencies when applicable	SENCo VI/Hi Team	September 2027	All staff feel confident in using a range of communication methods.

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	• Pictorial or symbolic representations (Wigit/PECS) • Other resources as required					Curriculum is accessible for all learners.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENCo.

It will be approved by the governing body.

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
- Behaviour policy