Treales CE Primary School

Accessibility Plan

Last Updated	**Jan 26**
Updated by	**L Hill**
Approved by Governing Board	**11 Feb 26**
Date to Review	**July 26**

At Treales CE Primary School, our vision is **"Equipped by God; We are Mighty"**.

As a Church of England Primary School, we are committed to providing a welcoming, inclusive and nurturing environment rooted in Christian values. Guided by our vision, we believe that every child is equipped by God with unique gifts and potential. We are committed to enabling all pupils to grow in confidence, independence and resilience so that they recognise their own worth and become mighty learners.

Our Accessibility Plan reflects this vision by ensuring that all pupils, staff, parents, carers and visitors, including those with disabilities, can participate fully in the life of the school and are supported to flourish and be well prepared for the next stage of their education.

Purpose of the Accessibility Plan

This plan is drawn up in accordance with the Equality Act 2010 and aims to:

- Increase the extent to which disabled pupils can participate fully in the curriculum, including enrichment and wider school life
- Ensure the curriculum meets individual needs and prepares all pupils for the next stage of education
- Improve the physical environment of the school so that it supports a wide range of learning, sensory and physical needs
- Improve site safety and security for all members of the school community
- Improve the availability of accessible information to disabled pupils, parents and carers

The plan is reviewed every three years and progress is monitored annually by the Governing Body.

Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Current Practice

The school already:

- Promotes inclusive teaching and learning approaches rooted in Christian values
- Uses the SEND Policy, Provision Map and personalised planning to support pupils with additional needs

- Implements the **EQUALS curriculum** pathways where appropriate to meet the needs of pupils with complex or additional learning needs
- Works closely with parents, the local authority, the diocese and external agencies
- Considers accessibility, safety and security when planning curriculum development and site improvements

Accessibility Plan Action Table

Increasing Access to the Curriculum

Objective	Actions	Responsibility	Timescale	Success Criteria
Ensure the curriculum meets a wide range of needs	Use the National Curriculum alongside appropriate EQUALS curriculum pathways to provide personalised learning	Headteacher / SENDCo / Teachers	Ongoing	Pupils access learning matched to their needs
Prepare pupils for the next stage of education	Use the EQUALS curriculum to develop independence, life skills, communication and learning behaviours that support successful transition	SENDCo / Teachers	Ongoing	Pupils demonstrate readiness for their next educational setting
Ensure teaching and assessment are inclusive	Differentiate planning, teaching and assessment, including sensory and communication approaches where required	Class Teachers	Ongoing	Pupils make good progress from starting points
Build staff confidence	Provide CPD on SEND, accessibility	Headteacher / SENDCo	Annual	Staff report increased

Objective	Actions	Responsibility	Timescale	Success Criteria
and expertise	and the EQUALS curriculum			confidence and effectiveness

Improving the Physical Environment

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve classroom spaces to meet varied needs	Plan and implement a building project to improve classroom size, layout, storage and flexibility to support a range of learning, sensory and physical needs	Governors / Headteacher / Diocese / LA	Medium to long term	All classrooms support inclusive and adaptable learning
Improve access to buildings	Review and improve access points, ramps, handrails, doorways and signage	Headteacher / Governors	Medium term	Site is safer and more accessible for all users
Ensure appropriate hygiene facilities	Audit and adapt accessible toilet and hygiene facilities	Governors / LA	Long term	Facilities meet the needs of pupils and adults

Site Security and Boundary Improvements

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve site security	Review site security arrangements, including gates,	Headteacher / Governors	Short to medium term	Site is secure and access is well controlled

Objective	Actions	Responsibility	Timescale	Success Criteria
	entry systems and supervision			
Improve boundary fencing	Replace or upgrade boundary fencing to improve safety, security and accessibility	Governors / Diocese / LA	Medium term	Clear, secure and safe boundaries are in place

Improving Access to Information

Objective	Actions	Responsibility	Timescale	Success Criteria
Ensure information is accessible	Provide information in alternative formats where required (large print, digital, simplified language)	Office Staff / SENDCo	As needed	Pupils and parents can access information
Improve website accessibility	Review and update the school website to meet accessibility standards	Headteacher / Admin	Annual	Website is accessible and compliant

Monitoring and Review

- The Governing Body is responsible for approving and overseeing the Accessibility Plan
- The Headteacher monitors implementation and reports progress to governors
- Progress against actions is reviewed annually
- The plan is formally reviewed every three years, or sooner if significant changes occur

Links to Other Policies

This plan should be read in conjunction with:

- Equality Policy
- SEND Policy
- Curriculum Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy