



Accessibility Plan 2026-2027

Purpose of this Accessibility Plan

The core purpose of this plan is to show how our educational school intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services; ○ not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and ○ to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our school:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability;
- recognises the effect their disability has on his/her ability to carry out activities; and ○ respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Access to the curriculum					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
Ensure teachers and classroom support staff have specific training on disability issues.	Through staff meetings & training update on specific learning difficulties such as Dyslexia, ASD, ADHD, physical and medical conditions. Support staff are even more aware and supportive of pupils needs. Pupils well supported in lessons and interventions.	SENCo M Brock Headteacher K Nash	Long Term	On-going and as required Also reviewed at least annually	
All educational visits to be accessible to all.	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised and submit information on trips software - EVOLVE	Class Teachers EVO – M Brock	Long Term	On-going and as required	

Ensure we maintain full access to the curriculum for pupils with a disability	Curriculum resources include examples of people with disabilities. 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 ensure it meets the needs of all pupils. Teaching staff use strategies that are specific to the needs of children with impairments as directed by external agencies as professional experts in their field All trip leaders support the inclusion of children with impairments into the extended curriculum including trips and visits	Headteacher K Nash SENCO M Brock Class Teachers Subject Leaders Teaching assistants	Long Term	Ongoing and annually reviewed	
To establish close liaison with parents and outside agencies for pupils with ongoing health needs Ensure that medical needs of all pupils are fully met within the capability of the school.	Medical registers including allergies are current and up to date fully accessible to school staff and in line with GDPR regulations. Staff are trained with respect to: • Epipen use in an emergency • Asthma awareness • Epilepsy • Diabetes – Kelly Stimson- staff are trained in allergy awareness. “The Pantry” our catering company provide for children with special diets for pupils with identified dietary allergies. There is already close collaboration between key personnel, e.g. school chef and medical professionals	Headteacher K Nash SENCO M Brock Safeguarding and attendance officer All class teachers support staff with medical responsibilities Kitchen staff and lunchtime supervisors.	Long Term	Ongoing and annually reviewed	
Children with disabilities have appropriate adjustments to support learning	Reasonable adjustments implemented as outlined in pupil support plans, including additional adult support where required	SENCo M Brock Class teachers Support staff	Short-medium term	SENCo	Children demonstrate improved participation, confidence and progress

Specific resources are purchased to allow children to access the curriculum e.g. ICT with adapted keyboards and programs where necessary.	Staff to be trained on how to use these with specific children in the school who require this. SENCO to share EHCP targets that include this recommendation with teachers. Chrome books for specific children to record work	SENCO M Brock Senco support staff Class teachers Schools ICT information technology company	Long Term	September 2022	
All after school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all after school provision to ensure it is on offer and accessible to all pupils	SENCO M Brock Sport coordinator	Long Term	In place and ongoing	
Children with disabilities can access assessment fairly	Assessments adapted where needed (extra time, modified formats, alternative recording methods)	SENCo M Brock Class teachers Support staff	Short term	SENCo	Assessment outcomes better reflect children's knowledge and skills
Children with disabilities can participate in wider curriculum opportunities	Educational visits, enrichment activities and clubs made accessible through risk assessments and reasonable adjustments	Educational Visits Coordinator Class teachers	Ongoing	SLT	Increased participation rates in enrichment

Access to the physical environment

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
Improve and maintain access to the physical environment	Consider needs of disabled pupils, parents/carers or visitors. New gate at front of building to include hydraulic opening	Headteacher K Nash Site manager G Paine	Long term	September 2022	

Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils Fire drills to be held on regular basis	Headteacher K Nash Class Teachers Teaching Assistants	Long Term	Ongoing and reviewed each term	
Teaching spaces are accessible to children with physical needs	Reasonable adjustments made to seating, desk height and classroom positioning as required	SENCo M Brock Class teachers Support staff	Short-medium term	SENCo	Children access learning spaces comfortably and safely
Key facilities are accessible to disabled children	Toilets are accessible, maintained and clearly signposted	Site manager G Paine SLT	Ongoing	Site Manager G Paine	Facilities remain usable and accessible when required
Children can access specialist rooms and shared areas	Risk assessments completed to identify and remove barriers to access to main hall, outdoor areas and specialist classrooms	SLT Subject leaders	Medium term	SLT	Increased participation in practical and shared activities
The environment supports children with sensory needs	Consideration given to lighting, noise levels and visual stimuli; quiet spaces provided where needed.	SENCo M Brock SLT	Medium-long term	SENCo – M Brock	Improved regulation, engagement and well-being

Access to information					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact

Use ICT software to support learning	Make sure software installed where needed. Make sure children can use this for home learning and parents have the information required				
Ensure that information on the website can be enlarged, translated and statement on the website if anyone requires information in another format.	Speak to the website team to check and place wording on the website if not already there and obvious and to have the ability to translate. Messages in newsletters as a standing item.	Headteacher K Nash Office manager SENCO M Brock	Long Term	On going and reviewed each term	
Classroom information is accessible to all children	Use of visual timetables, symbols, clear instructions and structured routines in classrooms	Class teachers Support staff SENCo M Brock	Ongoing	Subject leaders SENCo M Brock	Improved understanding and reduced barriers to learning
Children with communication needs can access information effectively	Use of appropriate communication aids, visual prompts and supportive language	SENCo M Brock Support staff	Medium term	SENCo M Brock	Increased engagement and communication from children
Assessment and learning instructions are accessible	Instructions adapted and explained using visual, verbal or practical methods as required	Class teacher Support staff SENCo M Brock	Short term	SENCo M Brock	Children demonstrate clearer understanding of tasks