



Accessibility Plan: 2025-2027

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 is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding any disability issues. We support any available partnerships to develop and implement this plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Priorities for 2025-2027

Aim: To increase access to the Curriculum for pupils with a disability.

- To offer an inclusive curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- To carry out regular audits of staff skills within school regarding SEND.
- To continue to work with SENDCo s within our Cluster to share and model good practice.

- To continue to work with the Complex Communication Team to implement Autism-Friendly strategies and approaches.
- To develop Dyslexia-Friendly Classrooms throughout our school.
- To develop alternative methods of recording, such as typing, voice recording etc.
- To provide accessible learning materials, including large print, visual supports, simplified language or pre-teaching key vocabulary.
- Ensuring inclusive assessment arrangements, such as extra time, rest breaks or alternative formats.
- To encourage higher proportion of pupils to access extra-curricular activities.
- To ensure that pupils, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.

Aim: To improve and maintain access to the Physical Environment.

The environment is adapted to the needs of pupils as required.

- To continue to review the site annually using the Local Authority's accessibility framework.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of ramps, lifts, corridor width, disabled car parking bays, handrails, disabled toilets and changing facilities.
- To develop clear visual signage within the school.
- To work in collaboration with the Guide Dog Organisation and the LA Visual Impairment Support Team to assess the physical environment for visually impaired pupils and develop as appropriate.
- Make reasonable adjustments to the learning environment, including seating, lighting, noise levels and classroom layout.
- Providing auxiliary aids and equipment, such as assistive technology, writing slopes, overlays or adapted resources.

Aim: To improve the delivery of Information to pupils, staff, parents and visitors with a disability.

- Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage, large print resources, Braille, pictorial or symbolic representation. We will continue to liaise with the Visual Impairment Team to provide resources for visually impaired pupils.

- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information and is available on our website.
- Our School Offer (SEND) will be updated and reviewed on a regular basis. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Monitoring Arrangements

The Accessibility Plan (physical) will be monitored through the Health and Safety Committee. This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by our School Governors and Mrs Grainne Griffiths.

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
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions policy
- School Behaviour Policy