

Accessibility Plan 2025 - 2028



Approved by:	SLT	Date: SEPT 2025
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1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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 2010.

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Review the current layout of the primary site (two blocks with stair access in the KS2 block) and identify curriculum areas that may be physically difficult to reach for pupils with mobility needs.</p> <ul style="list-style-type: none">• Ensure all lessons can be delivered in accessible ground-floor rooms when required.• Provide alternative access solutions (e.g., portable ramps, supervised access routes) where possible.• Adapt curriculum materials into accessible formats (large print, simplified text, visual supports, digital versions).• Provide staff training on inclusive teaching and adaptive teaching strategies.• Review individual pupil needs and implement personalised support plans. <p>NOTE the school does not have a lift.</p>	SENCO SLT Site Manager Class Teachers	Initial review by: SLT Ongoing monitoring each term	<p>Physical access: Pupils with mobility needs can safely reach all classrooms and learning spaces (if costs allow)</p> <p>Curriculum access: All lessons and materials are available in accessible formats (large print, visual supports, digital versions).</p> <p>Staff confidence: Teachers and support staff are trained and consistently using inclusive teaching strategies.</p> <p>Participation: Pupils with disabilities can participate in all lessons and school activities without barriers where appropriate</p>

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Conduct a full accessibility audit of both blocks, entrances, corridors, stairs, and playgrounds.</p> <ul style="list-style-type: none"> • Install or maintain ramps, handrails, and lifts where needed and costs allow for this • Ensure all doors, pathways, and facilities (toilets, classrooms) are accessible for pupils and visitors with mobility needs. • Maintain clear signage and visual cues for navigation. • Regularly inspect the site for hazards or obstructions affecting accessibility. 	<p>SENCO SLT Site Manager Class Teachers</p>	<p>Initial review by: SLT Ongoing monitoring each term</p>	<ul style="list-style-type: none"> • Pupils, staff, and visitors with disabilities can move safely and independently throughout the school. <ul style="list-style-type: none"> ○ No physical barriers prevent access to classrooms, toilets, playgrounds, or key areas. ○ Maintenance issues affecting accessibility are addressed promptly. • Positive feedback from pupils, parents, and staff regarding site accessibility.

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Audit current teaching materials and communications to identify barriers for pupils with visual, hearing or learning difficulties.</p> <ul style="list-style-type: none"> • Provide accessible formats for key documents (large print, braille, audio, digital, pictorial aids). • Ensure classroom instructions and information are clear, consistent, and supported with visual aids. • Provide staff training on communication strategies for pupils with disabilities, including use of assistive technology. • Implement individual pupil communication plans where needed. • Ensure all notices, letters, and reports to parents/carers are available in accessible formats on request. 	<p>SENCO SLT Site Manager Class Teachers</p>	<p>Initial review by: SLT Ongoing monitoring each term</p>	<p>Accessibility of materials: Verified by checking if materials are available in large print, audio, braille or digital formats.</p> <p>Staff implementation: Observations of lessons, training completion records, and use of assistive technology.</p> <p>Pupil engagement: Pupils can follow instructions and complete tasks without unnecessary support.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Local 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
- SEND policy
- Supporting pupils with medical conditions policy