

Accessibility Plan Nov 2025 to Nov 2027 Years

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
To ensure all teachers feel confident to adapt learning enabling all pupils to access and make good progress from their individual starting point	Staff meetings focus on developing knowledge and skills through Walkthrus • Live modelling • Explicit Instruction • Checking for understanding Oracy workstreams use the 'Say it again better' approach.	FB RW LN Teaching team	M	End of Spring term 26	
All staff will respond appropriately to individual pupil needs, allowing pupils to access their learning, regulate their emotions and make good academic and holistic progress	Develop strong communication systems for updating pupil needs/ changes in support or presentation. A robust induction allows new staff to understand pupil needs, barriers to learning and how best to support.	FB RW LN Teaching team	M	End of Spring term 26	
All curriculum areas will be 'Inclusive by Design' so that pupils can access their learning and make optimal progress	Subject leaders will create subject specific adaptive teaching guides	FB RW LN Central trust colleagues	L	July 26	

Pupils with medical needs have their needs met – within the capability of the school	To work with parents/carers to ensure health care plans are reviewed and amended to outline changes in support required. The school's catering company will be updated regarding allergies etc.	FB RW LN	M	End of Spring term 26	
Pupils will have the opportunity to access a breakfast and after school club	Agree activities and timetable Staff induction – where needed	FB	M	End of Term 3 '26	

Access to the physical environment

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
To improve access to the outside environment	To develop OPaL approaches (outside play and learning). Providing a range of creative, active and collaborative activities that are safe yet challenging. Sensory garden open to all year groups.	FB RW	L	July 26	
To maintain access to all areas of the school environment	The school has a lift that can allow disabled visitors and pupils to access the first floor of the building. An EBAC chair is available	FB LN	Complete	Ongoing	

All disabled pupils and staff can exit the building quickly and safely.	Staff to be made aware of their responsibilities with regard to individual pupils. Visible markings to be paintings on the edge of steps so that steps are visually noticeable.	FB RW LN All staff	Complete	Term 4	

Access to information					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
ICT is used to enhance learning throughout the school day	Purchase 30 new laptops Research assistive technologies to better understand what would have the greatest impact	FB RW LN	L	July '26	
Information on the website can be enlarged and translated Parents/carers know what is going on in their child's school	Website review at Trust level to ensure access to all School to reduce amount of text in their newsletters – highlighting certain aspects with bold text.	FB RW School office	L Complete	Ongoing.	