

Accessibility Plan



Inspiring a love of learning through
the bonds of **family, faith and friendship.**

Date: July 2025

Review date: July 2028

Contents

1. Aims and Objectives	2
2. Legislation and guidance	3
3. Monitoring arrangements	4
4. Links with other policies	4
5. Action plan	5

‘A cord of three strands is not easily broken.’ Ecclesiastes 4:12

We believe that all people are unique and of equal worth. As part of God’s family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.

(school vision statement)

1. Aims and Objectives

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 Accessibility Plan is based upon the needs of the school and the school site in conjunction with key stakeholders, including parents, pupils, staff and governors. The plan will be made available online on the school website, and paper copies are available upon request.

This plan is structured to complement and support the school’s equality objectives. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in

the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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.

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 disabled pupil faces in

comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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 the Governing Body.

It will be approved by the Resources Committee of the Governing Body.

4. Links with other policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and safety policy
- Teaching and Learning Handbook
- Equality information and objectives (public sector equality duty) statement for publication
- Equality Policy
- Behaviour Policy
- Special educational needs (SEN) information report
- SEND Policy
- Management of medications policy
- Intimate care policy
- Buildings Development Plan

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans.

Target	Current Strategies	Timescale	Further Action	Timescale
Improve and maintain access to the physical environment for disabled children, staff, governors, parents/ carers.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the SEND process. • Ensure staff and governors can access areas of the school used for meetings • Ensure a Personal Emergency Evacuation Plan (PEEP) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 	<p>As required</p> <p>As required</p> <p>As required</p>	Consider replacing external doors as these may be heavy and difficult to open.	Refer to Buildings Development Plan
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges around the site. • Ensure exterior lighting is working on a regular basis 	<p>As required</p> <p>Monthly</p>	Look at lighting provision within classroom and upgrade where required.	Refer to Buildings Development Plan

	<ul style="list-style-type: none"> Put black/ yellow hazard tape on poles at the end of play equipment to help visually impaired children if appropriate. Check flashing beacons that signal fire alarm activation regularly. Contrasting colours for doorways and walls in classrooms and toilet cubicles. 	<p>As required</p> <p>Weekly as part of fire alarm checks</p> <p>Ongoing</p>		
Ensure there are enough fire exits around school that are suitable for people with a disability.	<ul style="list-style-type: none"> Ensure fire exits are kept clear and tables arranged to ensure space for movement. 	Ongoing	Consider replacing external doors as these may be heavy and difficult to open.	Refer to Buildings Development Plan
Accessible car parking	<ul style="list-style-type: none"> The staff car park is small and currently spaces are not allocated. Car park clear of potholes 		<p>Mark a disabled parking bay in the car park. Drop the kerb near the entrance.</p> <p>Continue to fill potholes on a regular basis.</p>	<p>Refer to Buildings Development Plan</p> <p>Reviewed annually.</p>
Ensure the building and playground is accessible to all.	<ul style="list-style-type: none"> The kerb by the playground entrance is dropped to allow wheelchair access. 	In place	Fit handrails at the sides of the ramp leading from the playground to the rear of school.	Refer to Buildings Development Plan

	<ul style="list-style-type: none"> A ramp goes down from the playground to allow access to the rear entrance and some classrooms. A ramp leads to the school field. 	In place	Check suitability of gradient.	
Accessible toilet facilities	<ul style="list-style-type: none"> A disabled toilet for adults is available at the front of the school. A ceiling pull switch is also installed. 	In place	Disabled toilet facilities at the correct height for pupils.	Feasibility of this to be explored.
Ensure provisions in place for the hearing impaired.	<ul style="list-style-type: none"> Check flashing beacons that signal fire alarm activation regularly. 	Weekly as part of fire alarm checks	Consider the installation of hearing loop/ purchase of a portable loop.	As required
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Coloured books and overlays to support children with dyslexia. Recommendations from specialist teaching team followed. Computer technology available to support specific needs, e.g. dictation and recording facilities. 	<p>Ongoing, as required</p> <p>Ongoing, as required.</p> <p>Ongoing, as required.</p>		

<p>Ensure people with disabilities are represented within our curriculum and ensure all pupils can make good progress.</p>	<ul style="list-style-type: none"> • Differentiated curriculum offered for all pupils • 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 make sure it meets the needs of all pupils • Regular monitoring of specific pupil groups including those with a special educational need or disability. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually, reviewed and progress discussed during the year</p> <p>Ongoing</p> <p>Ongoing</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • A range of communication methods available to make sure information is accessible. This includes: <ul style="list-style-type: none"> ○ Internal signage ○ Large print resources 	<p>Ongoing, as required</p>		

	<ul style="list-style-type: none"> ○ Braille ○ Pictorial or symbolic representations ○ Information translated into different languages where appropriate. ○ Visual timetables 			
Sensory provision in place	<ul style="list-style-type: none"> • 'The Den' is a sensory space resourced with sensory equipment. 	Ongoing, accessed when required	Update and add further resources according to the needs of pupils.	As required.
All school visits and trips need to be accessible to all pupils.	<ul style="list-style-type: none"> • Ensure venues and means of transport are assessed for suitability prior to booking. 	Ongoing, as required		
Review PE curriculum to ensure PE is accessible to all pupils.	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports. • Sensory equipment available for use. 	<p>Annually or sooner if required.</p> <p>Ongoing</p>		
Ensure disabled children can take part in lunchtime and after school activities.	<ul style="list-style-type: none"> • Discuss with coaching staff who run activities and clubs to ensure inclusive provision and reasonable adjustments are available. 	Ongoing, as required		

Ensure staff have specific training on disability issues.	<ul style="list-style-type: none"> • All staff complete equality training through Smartlog on employment and repeats every 3 years. • Specific training accessed to support pupils with an identified need 	<p>Ongoing</p> <p>Ongoing, accessed as required</p>		
Ensure easy movement between locations inside the school building.	<ul style="list-style-type: none"> • Ensure all corridors are clear of obstructions. 	Ongoing		