ACCESSIBILITY PLAN

Approved by: Anthony Merriman	Date: 05.03.24; Updated 05.03.25
Devised: March 2024	To be reviewed: March 2026

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, and will be shared with all of the local authorities we work with.

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.

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.

Action Plan

Aim	Objectives *Intent*	Actions to be taken *Implementation*	Success Criteria *Impact*	Pers. Res.	Date TBC
Increase access to the curriculum for pupils with a disability	Ensure all curriculum materials are accessible for pupils with disabilities and/or special educational needs (SEN)	- Provide training for teachers on creating accessible materials - Utilise accessible formats for textbooks and resources - Implement assistive technology where necessary	- Curriculum materials are available in multiple formats (text, audio, visual) - Teachers are proficient in creating and using accessible materials - Pupils with disabilities and SEN can independently access curriculum materials	AM	Jan 25'
	Provide individualised support and accommodations for pupils with disabilities and/or SEN	- Conduct assessments to identify individual needs - Develop Individual Education Plans for each pupil - Allocate support staff to assist pupils as needed, including 1:1, 2:1 when necessary	- Each pupil has an ISP tailored to their needs - Support staff are effectively deployed to provide necessary assistance - Pupils with disabilities and SEN demonstrate progress in their learning	AM	Sep 24'
	Create an inclusive classroom environment	- Implement design features and principles that are conducive to learning. - Promote peer support and collaboration - Foster a culture of respect and acceptance - Ensure this is discussed and actioned on in school council. - Ensure there are quiet, safe spaces available.	- Classroom environment is accessible and welcoming for all pupils - Pupils with disabilities and SEN feel included and valued - Positive interactions and collaboration among pupils	CP	Sep 24'
	Provide training for staff on inclusive teaching practices	- Offer professional development workshops on inclusive teaching strategies - Provide resources and guidelines for accommodating diverse learning needs - Encourage collaboration among staff to share best practices - Encourage peer mentoring and observations of one another to improve collective practice.	- Staff demonstrate understanding and implementation of inclusive teaching methods - Increased confidence among staff in supporting students - Observable improvements in student engagement and achievement	AM/CP	Jan 25'
	Collaborate with parents and external agencies	- Schedule regular meetings with parents/carers to discuss individual student needs and progress - Establish partnerships with local disability support organisations and healthcare providers - Coordinate services and resources to support students both in and out of school - Ensure that 'drop-in' and other engagement meetings/events are implemented.	- Parents/carers are actively involved in their child's education and feel supported by the school - Enhanced communication and collaboration between school and external agencies - Students receive consistent support and resources across home and school environments	CP	Jan 25'

	Monitor and review accessibility measures	- Implement a system for ongoing evaluation of accessibility initiatives - Collect feedback from students, parents, and staff on the effectiveness of accessibility measures - Regularly review and update accessibility policies and practices based on feedback and data	- Evidence of continuous improvement in accessibility across the school - High satisfaction levels among stakeholders regarding accessibility measures - Compliance with relevant regulations and standards	AM	Jan 25'
	Implement technology and support solutions for accessibility	- Provide students with access to assistive technology devices such as screen readers, speech recognition software, and alternative input devices - Provide pupils with access arrangements (such as readers and scribes) ensuring it is a normal way of working. - Ensure that all technology used in the school is compatible with accessibility standards and guidelines - Train staff and students on the use of assistive technology tools	- Pupils are adequately supported to access learning - Increased independence and engagement among students through the use of assistive technology - Reduction in barriers to accessing digital content and resources - Improved academic outcomes for students	AM	Jan 25'
	Develop a system for tracking and monitoring progress	- Establish clear benchmarks and goals for student accessibility and inclusion - Implement a data collection system to track the progress of students - Regularly review data and adjust strategies as needed to meet student needs	- Data-driven decision-making process for improving accessibility initiatives - Clear evidence of progress and growth among students - Transparent reporting to stakeholders on the effectiveness of accessibility efforts	AM	Sep 24'
	Foster a culture of empathy and understanding	- Provide staff training on disability awareness and sensitivity - Incorporate disability awareness activities and discussions into the curriculum - Encourage peer support and advocacy for students, regardless of needs. - Peer buddy system in place so that older students can support younger ones.	- Increased empathy and understanding among students and staff towards individuals with additional needs. - Reduction in stigma and discrimination towards students - A supportive and inclusive school community where all students feel valued and respected	AM/CP	Sep 24'
	Ensure equitable access to enrichment activities	- Evaluate the accessibility of enrichment programs and activities - Provide accommodations and support for students to participate in enrichment - Collaborate with activity leaders to make necessary adjustments and modifications - Ensure off-site provisions are accessible - Ensure transport is accessible	- Increased participation and engagement of students with additional needs in enrichment activities - Equal opportunities for all students to explore their interests and talents - Positive social experiences and connections between students	CP	Sep 24'

	Establish a peer mentoring program	- Encourage peer mentors to support other students who may be new / younger / struggling with engagement. - Pair students with with peer mentors based on interests and compatibility - Provide ongoing support and supervision for peer mentors	- Improved social skills and self-confidence among students - Enhanced sense of belonging and connectedness within the school community - Positive relationships and friendships between students	AM	May 25'
Improve and maintain access to the physical environment	Ensure physical accessibility of the school environment	- Conduct a comprehensive accessibility audit of the school premises - Identify areas requiring adaptation such as ramps, elevators, corridor width, disabled parking bays, and toilets - Develop a plan to address identified accessibility barriers	- School premises are fully accessible for all pupils - All necessary adaptations are implemented within a specified timeline - Compliance with accessibility regulations and standards	CP	May 24'
	Install ramps as necessary	- Install ramps at entrances and exits to make them wheelchair accessible - Ensure ramps meet safety and accessibility standards	- Increased accessibility for students with mobility impairments - Pupils can independently navigate the school environment - Compliance with accessibility regulations	CP	May 24'
	Ensure adequate corridor width	- Measure corridor width and identify areas where adjustments are needed - Expand narrow corridors to ensure wheelchair access and ease of movement - Ensure pathways are clear of obstacles and hazards	- Corridors are wide enough to accommodate wheelchairs and mobility aids - Improved ease of movement for all pupils and staff - Reduced risk of accidents and injuries	CP	May 24'
	Provide designated disabled parking bays	- Designate specific parking spaces (and label) for disabled students, staff, and visitors - Ensure parking bays are clearly marked and easily accessible from the school entrance - Monitor and enforce parking regulations to prevent misuse of disabled bays	- Accessible parking spaces are available for disabled individuals - Increased convenience and safety for disabled drivers - Compliance with parking regulations and accessibility standards	CP	May 24'
	Maintain disabled toilets and changing facilities	- Ensure disabled toilets equipped with grab bars, accessible sinks, and adequate space for manoeuvrability - Ensure changing facilities are available and accessible for pupils with physical disabilities - Regularly inspect and maintain facilities to ensure they remain functional and clean	- Accessible toilets and changing facilities are available and well-maintained - Increased independence and dignity for pupils with disabilities - Compliance with accessibility regulations and standards	CP	May 24'
	Adapt shelves for wheelchair accessibility	- Lower shelves to wheelchair-accessible height - Ensure aisles between shelves are wide enough for wheelchair manoeuvrability	- Library resources are accessible to all pupils, including those using wheelchairs - Increased independence and engagement in accessing library materials - Improved	CP	May 24'

			inclusivity and accessibility within the school library		
Improve the delivery of information to pupils with a disability	Ensure the use of multiple communication methods	- Conduct an assessment of current communication methods used in the school - Identify areas for improvement and additional methods needed such as internal signage, large print resources, Braille, induction loops, and pictorial/symbolic representations - Develop a communication plan outlining the use of various methods to deliver information	- Information is accessible to all pupils regardless of their communication needs - Increased awareness and understanding of school information among pupils with additional needs - Compliance with accessibility regulations and standards	CP	May 24'
	Implement internal signage for navigation and information	- Install clear and accessible signage throughout the school premises - Ensure signage includes visual symbols/icons for easy comprehension - Place signage at appropriate heights for visibility and accessibility	- Improved navigation and orientation for all pupils - Increased independence in accessing information within the school - Reduction in confusion and frustration	CP	May 24'
	Provide large print resources	- Create and maintain large print versions of important documents, such as school policies, schedules, and educational materials - Ensure large print resources are readily available and easily accessible to pupils who require them - Train staff on producing and using large print materials -Ensuring that school information is accessible to all, accommodating individual needs as necessary in classroom and/or communal spaces.	- Pupils with visual impairments can access information independently - Increased engagement and participation in school activities - Compliance with accessibility standards	CP	May 24'
	Use pictorial or symbolic representations	- Create visual aids and symbols to accompany written information - Incorporate pictorial representations into teaching materials, presentations, and signage - Provide training for staff on using pictorial representations effectively	- Increased comprehension and retention of information for pupils with cognitive disabilities - Enhanced communication and engagement in learning activities - Improved accessibility of information for all pupils	CP	May 24'

Monitoring and Evaluation

This document will be reviewed every 3 years, but during our registration phase will be reviewed and updated more frequently. It will be reviewed by Ant Merriman and approved by Teresa Coxford, Chair of Governors.