



Accessibility Plan

1. Aims and Principles

Our school is committed to creating an inclusive, equitable, and supportive learning environment for all pupils, staff, and families. We value diversity and ensure that every learner, regardless of ability or need, can participate fully in school life, including lessons, extracurricular activities, clubs and school trips.

This accessibility plan aims to:

- Maximise access to the curriculum for pupils with disabilities by providing quality first differentiated teaching, assistive technology, and progress monitoring.
- Improve the physical environment of the school so that all pupils, staff and visitors can move safely and independently.
- Enhance communication and information accessibility for pupils and families through multiple formats.
- Support families and young carers by reducing barriers to engagement with school.

We ensure all staff are trained in equality and disability awareness and we work collaboratively with local authorities, trusts and partner organisations to implement this plan.

This plan is published online and paper copies are available upon request. Concerns relating to accessibility can be raised through the school's complaints procedure.

2. Legislation and Guidance

This accessibility plan complies with:

- Equality Act 2010, Schedule 10
- DfE Guidance on the Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice

Definitions under the Equality Act 2010 include: - Disability: a physical or mental impairment with a substantial and long-term effect on day-to-day activities. - Schools must make reasonable adjustments to remove barriers for pupils with disabilities.

For academies/free schools: This policy aligns with our funding agreement and articles of association.

3. Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA / EVIDENCE
<p>Maximise access to the curriculum for pupils with a disability</p>	<p>Broad and balanced curriculum, tailored to meet the needs of all pupils. Quality first teaching. Resources tailored for pupils with additional needs.</p> <p>Tracking progress of all pupils. Targets set for pupils with additional needs.</p> <p>Ensure classroom materials can be adapted (enlarged worksheets, visual aids).</p>	<p>Ensure all pupils with disabilities can access lessons and achieve their potential.</p>	<p>Review curriculum continually to ensure inclusion. Provide assistive technology where needed. Staff training in differentiation. Set and monitor individualised targets for pupils with disabilities.</p>	<p>SENCo Headteacher</p>	<p>Ongoing</p>	<p>Evidence: Lesson observations, progress data, individual support plans (ISSPs), staff training records. Pupils with disabilities meet expected outcomes.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA / EVIDENCE
Improve and maintain access to the physical environment	Wide corridors, wide doors, accessible toilets and changing facilities. Disabled parking bay. Library and classroom furniture accessible.	Ensure the school environment is fully accessible for pupils, staff and visitors.	Conduct annual accessibility audit. Maintain accessible toilets, doors, corridors. Review emergency evacuation procedures to include pupils with disabilities (PEEP)	H & S Trustee Headteacher	Annual review	Evidence: Evacuation drills including pupils with disabilities. All areas accessible; no barriers reported.

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Ensure full participation in extracurricular activities and trips	Clubs and trips open to all pupils. Risk assessments consider individual needs. Support staff accompany pupils as required.	Ensure pupils with disabilities participate fully in all school activities.	Review and update risk assessments before each trip. Adapt activities to ensure accessibility. Provide additional support staff where needed. Monitor participation rates by disability.	Trip Leader / Club Coordinators	As required; on going	Evidence: Attendance lists for clubs/trips, adaptations documented, parental feedback, no exclusions due to disability.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA / EVIDENCE
<p>Enhance communication and information accessibility for pupils and families through multiple formats</p>	<p>Provide communication in multiple formats: email, text message, paper copy, and website.</p> <p>Offer in-person or telephone explanations for complex information.</p> <p>Provide large-print copies of letters, newsletters, and key documents upon request.</p>	<p>All families and pupils can access information at all levels</p>	<p>Maintain an up-to-date confidential list of families needing hard copies.</p> <p>Provide printed versions of newsletters, letters, policies, and key updates.</p> <p>Offer translated paper copies where English is an additional language.</p> <p>Ensure office staff check preferred communication formats when new pupils enrol.</p>	<p>Office staff</p>	<p>Immediate; ongoing</p>	<p>No family reports missing essential information due to lack of internet access.</p> <p>Annual parent survey shows satisfaction with accessibility of communication.</p> <p>Office records confirm communication preferences are logged for all pupils.</p>

4. Monitoring Arrangements

This plan will be reviewed annually or sooner if required (ie new pupil starting school) by the governing board and the Headteacher.

Monitoring includes:

Review of progress against objectives in Section 3.

Analysis of pupil participation and attainment data.

Audit of accessibility measures and feedback from families and staff.

5. Other Policies

This accessibility plan is linked to:

- Risk assessment Policy
- Health and safety Policy
- Equality and Diversity Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Inclusion Policy
- Safeguarding policy