

Accessibility policy

Written by:	Miss Davies (Assistant Headteacher for Inclusion)
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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 pupils and their families fairly, with dignity and respect. We are committed to creating an inclusive environment where everyone feels welcomed, valued and supported. This includes recognising and supporting the needs of families of young carers and ensuring that the school remains accessible and welcoming to parents and carers with disabilities or long-term health conditions. We aim to remove barriers to participation and communication wherever possible.

Guided by our core values of Opportunity, Community and Courage, we strive to ensure that every pupil develops a strong sense of belonging and is supported to reach their full potential.

We recognise that children learn in different ways and may face different barriers to learning and participation. We work to identify these barriers as early as possible so that appropriate support can be put in place. Through high-quality teaching, a nurturing environment and targeted provision, we ensure that pupils with special educational needs and disabilities (SEND) are able to access a broad and balanced curriculum that supports their academic, social and emotional development.

This accessibility plan will be published on the school website and paper copies will be made available on request.

The school is committed to ensuring that staff receive appropriate training in equality and inclusion, including awareness of disability issues in line with the Equality Act 2010. The school will also work in partnership with parents, carers and relevant external agencies to support the effective implementation of this plan.

The school's complaints procedure also applies to the accessibility plan. Any concerns relating to accessibility should be raised through the school's complaints procedure, which outlines the process for addressing such 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 ensure they are not placed at a substantial disadvantage compared with pupils without disabilities.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 • We deliver a number of interventions to support enabling access to the curriculum. • The Aspire area supports pupils who are unable to access their lessons for any reason by providing them with the same work in a smaller working space if needed to support ongoing curriculum access.	Short term: Ensure staff understand strategies for supporting pupils with disabilities. Medium term: Improve availability of accessible learning resources and assistive technology. Long term: Ensure full curriculum participation and progress for pupils with disabilities.	• Provide staff training on inclusive teaching strategies and differentiation. • Audit curriculum resources to ensure accessibility. • Introduce or expand use of assistive technology where needed. • Monitor progress of pupils with disabilities through assessment and review meetings. • Consult pupils and parents about barriers to learning. Work with external agencies to support access to the curriculum for our learners when needed. Regularly review pupils support plans to ensure accessibility and address any areas of need.	SENCO Headteacher Subject Leaders Class Teachers and parents.	• Pupils with disabilities can access lessons and activities alongside peers. • Progress data shows improvement or expected progress. • Teachers demonstrate effective differentiation. • Positive feedback from pupils and parents

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	- The school building is maintained to ensure safe access. - The school has lifts and ramps in place to support pupils with mobility needs. - Classrooms across the site are accessible. - Disabled parking spaces are available where possible. - Risk assessments are carried out for pupils with specific physical needs. - The school has a number of disabled access toilet facilities across the site.	Short term: Identify barriers to physical access within the school site. Medium term: Improve access to classrooms and facilities where needed. Long term: Ensure the school environment is fully inclusive and accessible.	Ensure corridors, entrances and exits remain clear and safe. - Install or improve ramps, handrails or signage if and when required. - Ensure accessible toilet facilities are available. - Liaison with occupational therapists or other medical professionals to support individual adaptations as and when required. - Review evacuation procedures for pupils with disabilities.	Headteacher Site Manager / Premises Manager SENCO Governors	- Pupils with disabilities can move around the school safely and independently. - Identified barriers are reduced or removed. - Health and safety and accessibility audits show improvement.
Improve the delivery of information	- Information is shared with parents through newsletters, email and the school website. - Teachers adapt materials to support different learning needs. - Staff provide additional explanation and support where required.	Short term: Ensure all information is available in accessible formats when required. Medium term: Increase staff awareness of accessible communication methods. Long term: Ensure all pupils can independently access information.	- Provide information in alternative formats when requested (large print, simplified language, visual supports). - Use visual timetables and symbols where helpful. - Ensure digital materials are accessible. - Provide staff training on inclusive communication strategies.	SENCO Headteacher Class Teachers Office Staff	- Pupils with disabilities can access information effectively. - Parents and pupils report improved communication. - Staff consistently use accessible resources

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	- The school identifies pupils who may have caring responsibilities at home. - Staff are aware that young carers may need additional emotional and academic support. - Flexible arrangements may be made where appropriate (e.g., homework extensions). - Home visits for parents' evenings where families cannot attend school. - Communication with families to understand their circumstances and needs.	Short term: Improve identification of young carers within the school community. Medium term: Provide targeted pastoral and academic support. Long term: Ensure young carers can fully participate in school life and achieve their potential.	- Develop a system to identify and record young carers. - Provide pastoral support through a designated staff member or mentor. - Offer flexible deadlines or additional learning support when needed. - Work with families and external agencies to provide support. - Raise staff awareness of the needs of young carers through training.	Headteacher SENCO Pastoral Lead Class Teachers	- Young carers are identified early and recorded. - Pupils receive appropriate support. - Attendance, wellbeing and progress of young carers improve. - Families report that they feel supported by the school.

4. Monitoring arrangements

This document will be reviewed every three years to ensure it remains up to date and continues to reflect current legislation, statutory guidance and the needs of the school community. The policy may also be reviewed earlier if required due to changes in legislation, guidance or school practice.

The Headteacher, in consultation with the Special Educational Needs Coordinator (SENCO) and the governing body, will be responsible for reviewing this document.

The governing body will approve the policy and ensure that it is implemented effectively across the school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality Diversity and Inclusion policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy