



## **Accessibility Plan**

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.



## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN 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
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - 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,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Increasing Access for disabled pupils to the school curriculum

- All external visits are risk assessed and plans are implemented in order to allow access for all.
- Students with identified needs have adjustments made for them during assembly time such as sitting on a chair, use of noise cancelling headphones.
- Monitoring of teaching and learning and pupil access to the curriculum is carried out by SLT and the SENDCo.
- Alternative forms of assessment are in place for students working below age related expectations.
- Staff receive regular training and support around supporting learners with a need in the classroom.
- Support staff are in each classroom every morning to facilitate student involvement.



### **Improving access to the physical environment of the school**

- The school has a designated disabled parking space allocated close to the school entrance.
- There is a larger assisted use bathroom with grab rails.
- Ramp access to the school is available outside each year group entrance.
- Reasonable adjustments are made to meet individual needs to allow alternative access to and from school.
- Individual student needs are considered regarding specialist equipment in consultation with OT.

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- Visual support materials are in place to support communication for non-readers or limited readers.
- Reading books are readability checked to ensure suitability for learners.
- Parents receive information in a variety of formats including text, newsletter, written letters, over the phone and in person.
- Differentiation in the classroom ensures that written material is accessible for all.



## **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.



## Accessibility Action Plan

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame for Review</b>
Improve differentiation in the classroom to allow access for all learners	Continued program of CPD for all staff in school. Monitoring from SLT and SENDCO of implementation of differentiation. Support available to staff with resources and advice from SENDCo.	All staff	Long term	Review through school monitoring process – ongoing throughout the school year.
Ensure that students with a disability have equal access to extracurricular activities.	Audit attendance. Communicate with parents to ensure awareness.	SENDCo / class teacher	Long term	Reviewed by SENDCO and teacher termly.
Ensure that parents are signposted to appropriate agencies if they need additional support.	Develop website page with links to outside agencies. Availability of printed leaflets to give to parents as needed.	SENDCO	Long term	As needed when needs arise. This can be flagged by staff or directly by parents.
Continue to be up to date in knowledge and requirement of the statutory requirements.	Updated training to be identified if needed. Info to be shared with staff as it becomes updated. Plans to be adjusted accordingly.	Head teacher SENDCo	Long term	This will be reviewed annually to ensure most up to date information is available. Cycle of CPD for staff with a focus on Inclusion.



Reviewed Sept 2025