



Be the best you can be, every day.

Accessibility Plan

Approved by: The Governing Board

Date: Spring 2026

Next review due by: Spring 2029

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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 who have a disability can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils, parents, and staff

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, *to be the best we can be, every day*. The aims of our school are to ensure that:

- Our school is creative, exciting, positive and fun.
- Our teachers help us to get to where we need to be. They help us in ways we understand the most.
- Although we are all different, everyone gets treated the same, no matter how we look or think.
- We are encouraged to make good choices.
- We care for each other.

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.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Action plan

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

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/carers	• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • There is a place for disabled members of staff and visitors to park throughout the school day.
Increase access to the curriculum for pupils with a disability	• Review SEND children's access to curriculum within class sessions. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from the Inclusion Lead. • Liaise with external professions e.g. SALT/OT to incorporate strategies and support within	Ongoing	All pupils have equal access to a broad and balanced curriculum

	classrooms and around school with children who require specific equipment and adaptations.		
All school visits and trips need to be accessible to all pupils	• Risk assessments to ensure that any children, including children with physical disabilities, can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND	As required	• All pupils are able to access all school trips and take part in a range of activities
Ensure all staff have specific training on disability issues	• Identify training needs at regular meetings	Ongoing	• Raised confidence of support staff
Communication with Parents	• Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact Inclusion Team at any time. • Parents meet regularly with Inclusion Lead to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents.	Ongoing	• Parent/school communication is strong • Parents confidently contact SENCO for support and advice.
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas.	On-going	• Children voice is heard and acted

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy