

ACCESSIBILITY PLAN 2024-2027



Responsibility: Nicki Starling

Approved by Governors: 26.06.2024

Review Date: June 2027



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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Where appropriate, children have access to adult support in order to access the curriculum, including participation in the wider curriculum such as After school clubs and school visits. This is carefully managed to ensure that independence is encouraged and maintained. 	<p>To further develop Teacher and TA expertise in questioning and providing feedback of children's learning.</p> <p>To develop children's emotional wellbeing and therefore access to the curriculum.</p>	<p>Teacher and TA training</p> <p>To embed the 6 principles of nurture through being part of the Surrey Nurturing schools programme.</p>	Headteacher/SLT SENCo	July 2025	<p>Children's progress and attainment will be raised.</p> <p>All children's needs are being identified and effective adaptations are supporting children to feel safer and more regulated.</p>
	<ul style="list-style-type: none"> Our school offers an adaptive and responsive curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. 	Children make at least expected progress.	PPA time Staff meetings	SLT	July 2025	The curriculum will meet the needs of all children.
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum, including the use of ICT. 	To ensure appropriate technology is used when appropriate to support children's learning and access to the curriculum.	<p>On-going training for staff.</p> <p>Continue to investigate and keep abreast of technological innovations that can support children's learning.</p>	Headteacher KP	Ongoing	Programs such as Clicker will be used in the classrooms to support children as appropriate.

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	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability, including a specialist tracking system for children in the CoIN. Targets are set effectively and are appropriate for pupils with additional needs 	All children's progress is tracked and analysed using Target Tracker or Show Progress (Badgers children)	Termly analysis of data.	All teaching staff Headteacher	Ongoing	Gaps in learning identified quickly and interventions planned as appropriate
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Disabled parking bays Disabled toilets and changing facilities 	All children can access all areas of the school independently.	Termly health and safety risk assessments	Headteacher SBM Governors	Ongoing	The school environment is safe and accessible to all
	Children are provided with sensory breaks when needed.	Children will be able to self-regulate and access learning.	CISP targets written to ensure there is provision for identified children.	Headteacher SENCo	Termly ISP reviews	Children will be able to self-regulate and access learning.
	Alternative arrangements are made for those children who find eating in the main hall or playing on the main playgrounds too overwhelming.	Children will eat their lunch and feel calm and regulated after lunch.	Provision identified when appropriate on ISPs.	Class teachers SENCo	Termly ISP reviews	Children are well nourished and able to learn.
Improve the delivery of	Our school uses a range of communication methods to ensure	All children and their families are	Review communication	Headteacher	Ongoing	Pupils and families will

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information to pupils with a disability	information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Translation facility on the website. • Pictorial or symbolic representations 	fully informed about what is going on in school.	procedure. Adapt any communication methods if needed on an individual basis.			have access to all relevant information.

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 *Governors*.

Links with other policies

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

- Risk assessment policy
- 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