



Our motto is: 'Let your light shine... as you grow', (inspired by Matthew 5: 15-16)

Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

Accessibility plan

Approved by:	Governors	Date:	March 2026
Last reviewed:	March 2025		
Next review due by:	March 2027		

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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 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

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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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/she/they have 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. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by the **governing board** and will be made available on our school website.

4. 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

5. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives & <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils and planning takes in to account specific needs of individuals.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum (hearing loop, IT equipment).</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs using a One Plans to implement the graduated approach.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Advice is sought from outside agencies and specialists where required.</p> <p>Extra-curricular activities are accessible to all pupils.</p> <p>Specialist equipment is sourced to enable progress and development for SEND pupils.</p> <p>We ensure that SEND pupils are not disadvantaged during assessments – providing children with readers, extra-time and rest breaks where appropriate.</p>	<p>CPD for all staff regarding awareness of and medical issues for current pupils.</p> <p>To implement advice from outside agencies with regards to including all pupils during PE and outdoor activities.</p> <p>School visit and trips are planned so that all pupils can access them.</p>		<p>EN/CJ</p> <p>EN</p> <p>All teaching staff and CJ</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff will be able to meet the needs of all pupils in school and know who to approach for further support.</p> <p>Lesson planning will show that activities are differentiated and organised with all pupils in mind.</p> <p>Visits and trips are well researched and organised, with teacher visit previous to trip date. Risk assessments are up to date and rigorous in their detailing of support for all children.</p>

	<p>New actions:</p> <p>Identified pupils are able to access a calm environment at lunchtime to regulate their emotions and behaviours – 20/20/20</p> <p>School staff use restorative approaches when working with children (behaviour policy).</p>				
Improve and maintain access to the physical environment	<p>The office hall and 2 classrooms are on the ground floor.</p> <p>Steps are required to move around the to her 4 classrooms – school have the use of an evac chair in case of a fire.</p> <p><u>New actions:</u></p> <p>Children are driven to swimming at Lord Butler Leisure centre.</p>	Handrails to help support children up and down stairs should they need it.	EN	When a new member of staff requires training to support individual pupils.	Children with physical impairments will be able to move around the school with the support of an adult (if necessary).
Improve the delivery of information to pupils with a disability	<p>Staff to be aware of the value of: Reading pens, using coloured filters on IWB, overlays for reading books and coloured paper to print on to; ensuring fonts used are clear and big enough for all to read; Children can use slopes when reading to support their vision is appropriate; visual strategies such as widgeits, photos and illustrations should be used to increase independence and development; hearing loop to be used through-out the school for pupils who require it. Differentiated and sensory curriculums planned, resourced and</p>	Staff training in, Speech and Language approaches, SEND and physical impairments.	EN All staff	Ongoing	<p>Children with visual and reading difficulties are planned for – this is visible in their work and resources available to them.</p> <p>Staff are skilled in delivering personalised curriculums with the addition of support staff to deliver a broad range of experiences including sensory experiences for</p>

	<p>delivered for children whom cannot access the national curriculum. Additional planning tools are used to track these children's progress, attainment and to identify next steps.</p> <p><u>New actions:</u></p> <p>Speech and Language approaches are used in the classroom through-out the day and embedded into practice.</p>				<p>children with a disability.</p> <p>All staff are able to access SEND training relevant and appropriate to their children's needs.</p>
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on 2 storeys.	Handrails and equipment available to enable supported access to all areas.	Site manager EN (Inclusion Leader)	Ongoing (Amendments have been made to stairs outside of Year 1 classroom. And the steps leading from the Year 3 classroom onto the playground. Double handrails added to the decking to playground staircase to support taller pupils.)
Parking bays	Disabled parking for parents and carers available at school drop off and pick up times.	School to agree with parent where appropriate a system for parking the staff car park during drop off and pick up times.	EN (Inclusion Leader)	This practice is in place and is ongoing in discussion with parents/carers on an individual basis.
Internal signage	Thresholds are visible and painted/taped out to allow for easy identification.	Regular maintenance inside and outside of school.	Site manager	Ongoing (Playground was re-painted in autumn 2022)
Emergency escape routes	All staff and pupils are aware and well -practiced at escape routes from both outside in and inside out of school.	Regular fire drills and lock down to ensure safe movement of all pupils.	All staff	Ongoing