



Accessibility Plan

Date: July 2025

Review date: July 2028

Accessibility Plan.

The following Accessibility plan reflects the need outlined in the Equality Act 2010

Information and data collected will reflect the definition of disability in the DDA

The Disability Discrimination Act (DDA) defines a disabled person as someone who 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.

Minor adjustments to the plan will be made throughout the duration of the plan. However, an annual review will take place in the spring term.

Target	Actions	Timescale	Success Criteria/ Outcomes	Responsibility	Resources/ Finance	Support Training/Advice/ Sharing Good Practice	Evaluation
Physical Environment							
Ensure that access to school buildings and site can meet diverse pupil needs.	Incorporate accessibility into any proposed structural alternatives. During development project consider plans for disabled toilet/access to toilet facilities.	Ongoing	Access to school Meets the needs of the school community	Maintenance contractors HT and Governors	Website and Arbor IT equipment Devolved capital	Seek advice from property services	Raised awareness of disabled parking facilities. Accessibility –continual consultation and improvement.
Ensure that classrooms are optimally organised for disabled pupils within current building restraints Identify needs and actions for the future.	Plan classrooms in accordance with pupil needs. Organise resources to reflect needs. Provide quiet areas within school. Look at accessibility in all areas of school life.	Ongoing	Appropriate use of resources for all pupils. Improved access for all pupils.	All staff HT and Governors		Involve parents and outside agencies in discussion and planning	Parental satisfaction ascertained Children feel happy and confident- can access all areas
Curriculum Access							
Reflect identified areas of need in lesson planning and delivery	Incorporate quality first teaching into all planning. Ongoing programme of staff training in disability awareness	Ongoing	Improved access to curriculum for all pupils.	All staff HT	Time	Provision maps and pupil profiles	Staff feel confident Pupil progress is tracked and discussed with parents

	to reflect needs of pupils and anticipatory duties. Specific resources are purchased to support pupils' needs.		Appropriate use of resources for all pupils	All staff	Funds from budget		
Ensure access to laptops is a priority for those pupils identified with a particular need.	Ensure that staff are aware of the priorities for particular pupils.	Ongoing		HT, SENCO, Staff		Sharing practice- staff meetings	Staff feel confident
Prioritise student participation in school activities within given constraints	Ensure that school activities are accessible to all students.	Ongoing	Increased participation in school life for all students	All staff		Sharing practice- staff meetings	Staff feel confident
Information for Pupils							
Availability of newsletters and school documents in alternative forms.	Use of pastel paper for dyslexic pupils/parents/carers Large print as required. Support from teacher with homework details as required.	Ongoing	Information to pupils, parents and carers will be improved	HT/Office Manager All teaching staff	Reprographic/ Website/ parentmail		Parents/carers feel needs are met Children complete homework
Overall							
Ensure all policies consider the implications of Disability access.	Consider implications when updating policies. Consider in SEND termly report to Governors.	Ongoing		HT, staff and Governors		Sharing good practice within policies.	Policies consider disability access.