Accessibility Plan

Approved by:	Nicola Clear	**Date: 31/08/2025**
Last reviewed on:	31st August 2025	
Next review due by:	31st August 2028	

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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 School's Equality Objectives include the following that relates to specifically to accessibility: • Continue to ensure accessibility across the school for all pupils, staff and visitors with disabilities or who have a specific protected characteristic, including access to specialist teaching areas. 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, for example with SEN services, specialist teachers for hearing and sight etc as appropriate to the need of individuals. 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. We welcome all input from stakeholders into how we can improve accessibility to our site and curriculum. We will update this plan more frequently than scheduled if matters arise that require it.
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 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
3	**Action Plan** See Appendix 1 – pages 5-10
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 Local Governing Body and posted on the school website.
5	**Links with other policies** This accessibility plan is linked to the following policies and documents: Health and safety policy The school equality policy Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEN) policy Access to Education for Pupils with Medical Needs

Appendix 1 - 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

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Increase access to the curriculum for pupils with a disability	• Individual Health Care Plans (IHCPs) are reviewed and updated regularly, and the needs of individuals are considered in different curriculum areas and school spaces. • Our school is focused on continuing to improve pupil access to Quality First Teaching (QFT) and Adaptive Teaching to increase access for all. Our curriculum is designed to meet the needs of all pupils, as described in our Teaching and Learning Charter. • Teacher training is provided focusing on inclusion, from adaptive teaching to specific training for individuals, e.g. Deaf Awareness and Diabetes Training. • We work closely with external services when required to support access to the curriculum, e.g. the Deaf Support Team, Visual Impairment Team, Physical Disability Team, Speech and Language Team, and the Complex Communication Needs/Autism Team. • We have a member of staff who is qualified to assess pupils for exam access	Continue to maximise achievement for pupils with a disability. Improved attendance for pupils with disabilities. Reduction in behaviour incidents linked to unmet need.	Improvement in our Deployment of TAs, through staff training and quality assurance. Ongoing CPD on Adaptive Teaching. Change in the process prior to trips being agreed to ensure reflection on accessibility for cohorts being invited is considered and reasonable adjustments can be made. Ongoing embedding of our Focus 5 Intuitive to promote reflection and for staff to look through the	SJ/RR SJ/AM/EB/ RM/RR JRH/RR/NC NC/ SJ/JRH/RR	Autumn Term 2026 Ongoing Autumn 2026 Autumn 2025 - ongoing	Improved communication between Teachers/TAs and pupils making increased progress. Ongoing development of adaptive teaching seen on learning walks and in peer observations. More pupils with disabilities accessing trips. Increased awareness of disadvantage/disability leading to early intervention and increased sense of belonging.

	arrangements and to assess pupils for dyslexia. Access arrangements are put in place from Year 7 for those who require them. • Pupil Passports are developed for pupils on the SEND register, or in some cases for pupils being monitored. These are reviewed termly by the SENCo, pupils, and parents/carers. • Interim EHCP reviews are scheduled when concerns are raised or when a change in support is required. • Teaching Assistants (TAs) work alongside teachers to support pupils with the highest levels of need, including those with EHCPs. • Teachers and TAs provide interventions and provisions outside of the classroom to help accelerate progress. • Curriculum progress is tracked for all pupils by class teachers, overseen by Heads of Department (HODs), and reflected upon in line management meetings. • Class Data Review (CDR) sheets are used to reflect on progress and identify further support for pupils who are struggling.		lens of disadvantage/disability when working with our pupils both pastorally and academically.			

	• A regulation space, 'The Hub', is provided for pupils who require it. • We are able to use resources and assistive technology in lessons to support access to the curriculum, e.g. task management boards, visuals to reduce cognitive load, laptops, and reading pens to meet the needs of pupils who require such support. • Pupils have free access to Office 365 applications, where they are able to use functions such as Read Aloud, Speech to Text, and Text to Speech when completing homework. • Staff are able to provide enlarged print, tinted paper, digital copies, and subtitles on videos, where required, to increase access. • Curriculum resources include examples of people with disabilities. • Whole-school events, e.g. Neurodiversity Celebration Week, are arranged for the school community. • Enhanced transition packages, additional transition days, and communication with primary schools are provided for pupils with disabilities or vulnerabilities.					

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils. This includes: • Ramps – There are wheelchair ramps to all the teaching blocks so that all areas of the curriculum can be accessed. Most communal spaces can be accessed but there are a few exceptions. Elevators – there are elevators to 2 out of 3 blocks with a first floor. In the Science block and drama block without a lift the curriculum can be accessed on the ground floor. Door widths, closers and handles are disability friendly to a large extent. Corridor widths are suitable for wheelchairs (but ramps are required in places). • Disabled parking bays are available. Accessible toilets and changing facilities are available in school and in Sport Martley. • Desks at wheelchair-accessible height for all areas of the curriculum. There are rise and fall benches in DT and Science where work benches tend to be higher. • Handrails are on all stairwells and ramps where walking assistance is required. Evac Chair located in the main block.	Increase disabled parking bays. (Currently one located near yard and one at Sport Martley). Provide ramps for wheelchair access for pupils and visitors for areas of the school where there are raised thresholds / low steps e.g. access to hall. Evacuation chair for Science. We would not put a physically disabled child on the first floor of science as there is no lift. Improve access to fitness suite equipment.	Create additional marked disabled parking where the current visitors parking bays are located as part of a new car park project. Purchase folding wheelchair ramps Procure additional evac chair and train relevant staff. Install disabled fitness machines in new proposed gym in Sport Martley Replace non-friendly door handles and program any replacement doors as part of long-term plans. Requests made for the Physical Disability, Deaf Support and Visual Impairment Teams to audit the	DD DD DD DD (with FL/PR) DD RR/Site staff	31/08/2026 31/12/2025 31/08/2028 31/08/2026 31/08/2028 Autumn 2026	More disabled / better located disabled parking bays. Increase of 2 to 4 marked bays on site. Improved wheelchair accessibility. Additional evac chair for first floor block. Increased access to disability friendly fitness equipment All handles and doors are disability friendly.

		Review all door widths, closing and handles.	site for further adaptations that can be considered.			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage is large and situated in prominent places Large print resources available if required. Pictorial or symbolic representations Individual adaptations in IT are made available as required. • Access arrangements are provided in line with JCQ guidance to improve the delivery of information e.g. reader, live speaker. • Auditing of staff knowledge of using assistive technology and subsequent training as required. • SEN team access to Laptops and other IT that supports pupil EHCP's and subsequent learning	School website DDA compliant.	Review new website and make DDA compliant as needed.	JB	March 2026	Website is DDA compliant.