



Accessibility Plan

Reviewed May 2022 with no changes

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three year period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
2. We are committed to developing a culture of awareness, tolerance and inclusion.
3. We are committed to challenging negative attitudes about disability and accessibility.
4. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
5. An Accessibility Plan is written every three years.
6. The plan will include measures to access the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
7. The plan will ensure access to the curriculum for pupils with a disability, making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as the able-bodied pupils; (If a school fails to do this they are in breach of the DDA).
8. The plan covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
9. The plan covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum, such as the delivery of written information to pupils, staff, parents and visitors with disabilities. Eg. hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



Accessibility Plan

Physical Environment

Target	Strategy	Outcome	Responsibility	Time frame	Evaluation
To ensure the continued accessibility of toilets.	Refurbishment to include accessible toilet	Visitors	HT	2020/2021	In place
To review and improve access into the school through the main entrance	When refurbishing take into account accessibility issues	School becomes more accessible to visitors	HT	As required	

Access to school information

Target	Strategy	Outcome	Responsibility	Time frame	Evaluation
To enable all parents children and visitors to access information about our school.	Review website to ensure access in other languages. Explore ways to communicate with the community using technologies.	Improved access to information for the school community and visitors.	HT	Annually	Surveys & Feedback from visitors

Accessibility Plan

Target	Strategy	Outcome	Responsibility	Time frame	Evaluation
Support teachers with challenge for all.	SENDCO & Subject leaders to support planning. Subject leader release time. Review T&L policy Review SEND policy	Children and staff are able to teach and access the curriculum. It is matched to the needs of the learners.	DHT SENDCO	Annually	
There is a suitable space for children to regulate, when required.	Develop Sensory Room facilities	The sensory room is suitable for children's needs	HT SENDCO	2021/2022	
Children with a high level of need have a personalised curriculum.	Develop personalised learning pathways. Develop systems for assessing and reporting to parents for these pathways.	Children with a high level of need have access to the curriculum which challenges them. Reports are specific to each child.	HT SENDCO	2020/2022	