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Purpose

This plan aims to improve access for disabled pupils and prospective pupils by identifying practical actions across the curriculum, physical environment, and information. It is intended to sit alongside the school's SEND, Equality, Intimate Care, Health and Safety, Fire Safety and other relevant policies.



Accessibility priorities

Physical Access			
Duty of Equality: Aspect 1 – Eliminate discrimination			
Priority/Barrier	Planned Action	Timescale	Success Measure/Evidence
Accessible toileting and changing facilities must remain available, clear and fit for purpose.	- o Audit disabled toilets and changing area each term. - o Remove stored items and check access, signage, privacy and equipment. - o Review the changing hoist/service arrangements and record servicing.	Termly	- o Facilities remain accessible and safe - o Servicing records are current - o Any identified defects are actioned promptly.
Children or adults with physical disabilities, or children whose needs affect evacuation, may require individual arrangements.	- o Maintain a process for identifying when a Personal Emergency Evacuation Plan (PEEP) is required - o Develop and review plans with the class team, family and relevant professionals - o Continue evacuation/invacuation drills and use learning from these to update arrangements.	Ongoing Review termly and wherever needs change	- o Any child/adult requiring a PEEP has a current plan known to relevant staff - o Drills demonstrate safe procedures



Curriculum Access			
Duty of Equality: Aspect 2 – Promote Equality			
Priority/Barrier	Planned Action	Timescale	Success Measure/Evidence
Trips, visits, clubs and enrichment should be accessible to children with additional needs.	- Plan accessibility at the point of organising activities (venue access, transport, toileting, medication, sensory needs, staffing and reasonable adjustments) - Consult families where individual arrangements are needed.	For every activity	Participation and trip planning/risk assessments show that accessibility has been considered and reasonable adjustments have been made.
Classroom layout and resources can either enable or restrict independent participation.	- Continue learning walks and reviews. - Ensure routes, seating, displays and resources support mobility, sensory access, communication and independence. - Provide adapted resources or equipment where identified.	Ongoing Review annually	Children can access resources and learning spaces independently as their needs allow.



Communication and Information

Duty of Equality: Aspect 1 – Eliminate discrimination

Priority/Barrier	Planned Action	Timescale	Success Measure/Evidence
Families and pupils may require information in alternative or adapted formats	- Ask families about communication/access needs and provide reasonable adjustments such as: - Enlarged/clearer text - Accessible digital information - Verbal explanation	Ongoing Review annually	- Families can access key school information - Requests for alternative formats are responded to appropriately.
Consistent visual supports can help young children and vulnerable pupils understand routines and expectations	- Maintain a consistent whole school approach to visual supports using Widgit. - Include visual timetables, labels and social stories where appropriate. - Use agreed symbols/resources and review consistency through monitoring.	Ongoing Review annually	Visual supports are used where needed and children demonstrate improved access to routines, communication and learning.



Hearing/Sensory Access			
Duty of Equality: Aspect 1 – Eliminate discrimination			
Priority/Barrier	Planned Action	Timescale	Success Measure/Evidence
Children with hearing impairment or other sensory access needs may require adjustments to teaching, communication and the environment	○ Provide staff awareness training as required through specialist services ○ Implement advice from the Teacher of the Deaf or other professionals ○ Ensure teachers consider seating, background noise, visual information and access to assemblies/whole school events.	As needs arise Annual review	○ Relevant staff understand access needs and agreed adjustments are evident in lessons and whole school activities.

Equality and Participation			
Duty of Equality: Aspect 2 – Promote Equality			
Priority/Barrier	Planned Action	Timescale	Success Measure/Evidence
Accessibility should be considered alongside equality and inclusion across school life.	○ Review accessibility actions alongside: ○ Equality objectives ○ SEND provision ○ Safeguarding ○ Health and Safety processes ○ Seek feedback from children, parents/carers and staff when reviewing barriers.	Annual review	○ Evidence of this in policy and actions ○ Barriers are identified and addressed proactively



Monitoring

The Headteacher and SENDCO will monitor implementation through:

- Routine school improvement activities
- Learning walks
- Pupil progress meeting
- Accessibility checks
- Pupil and parent/carer voice

Governors will receive an annual update on the accessibility plan. The plan will be reviewed annually or sooner if significant changes to the school's pupils, staff, premises, equipment or legal requirements make this necessary.

Created by

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Date to be reviewed: September 2027