




## Accessibility plan

(linked to Disability Discrimination Act self audit)

Approved by	FGB
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Headteacher	

Signed...*Steven Dunn*..... Role.....CoG.....

Ownership: FGB

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## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals
- and groups of pupils.

## 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](#).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Definition of Disability

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.

## Key Objective

To reduce and eliminate barriers to access the curriculum and encourage full participation in the school community for pupils, and prospective pupils, with a disability as well as staff, parents and stakeholders.

## Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

### a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

### b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This policy should be read with reference to the Accessibility plan for improvement (Appendix A) which prioritises the School's actions towards achieving an environment which meets the needs of all its users.

This accessibility plan is linked to the following policies and documents:

- a) Health & safety policy
- b) Equality information and objectives (public sector equality duty) statement for publication
- c) SEN policy and local offer
- d) Supporting pupils with medical conditions policy
- e) Risk assessments in place to ensure children, staff and other stakeholders remain safe

Appendix A  
Accessibility Action Plan

	Priority	Objective	Action required	How? Who? Cost ?	Time scale	Outcomes
	HIGH	Ensure pre-emptive communication with visitors enables all to access our site	Visitors asked if there may be any barriers to them accessing the site or meetings Staff to make reasonable adjustments eg. Choice of meeting place for additional lighting or ventilation; choice of face to face or virtual meetings	No Cost Admin team to be briefed Reminders in newsletters	Every sharing session or when visitors are due to the school	All visitors and welcomed and have communication is clearer and more tailored to individual needs.
1	HIGH	Improve signage for disabled visitors	Add to existing signage to ensure accessible routes into the school are easily identifiable.	<i>Add disabled sign/icon on all signs that are on accessible</i>	Summer 2024	Disabled visitors have a clearly demarcated route to ensure their route into school is easily accessible and the school community can support this because it's widely known
2	HIGH	Plan mobility help to disabled visitors	Install seating on the long route from disabled parking bay to the school reception Ensure the school website gives information regarding disabled access. Remark the parking bays in the car park to include the disabled parking bay.	<i>Site manager Webmaster</i>	New financial year	The accessible path from the car park through to the school reception is broken up into sections to enable more smooth access and provides rest stops.
3	MEDIUM	Improve fire alarm system for hearing impaired pupils.	<ul style="list-style-type: none"> <li>Install visual alarm when fire alarm system upgraded.</li> </ul>	<i>Subject to County budget</i>		Hearing impaired pupils alerted independently re. fire alarm.
4	MEDIUM	Improve facilities for those who have hearing impairments	Install a portable induction loop system situated in the school office; <ul style="list-style-type: none"> <li><a href="#">Order one from rs-online</a></li> </ul>	<i>As budget allows (DFC)</i>		Hearing impaired users of school are welcomed and able to access facilities with equality.
5	MEDIUM	Improve ease of access at main front door	Require architects to review the front door opening as it is cumbersome and heavy.	<i>Site manager to seek quotes to</i>	Spring term	Front door is easier to open and presents less risk for children and others using it.

				<i>bring to Governors</i>		
6	LOW	Improve accessible toilet facilities	The designated accessible toilet in the main building is not equipped for accessible use. Involve HCC architects for correction	<i>HCC funding or DFC when it allows</i>	When funding allows	The school has an accessible toilet.