



Accessibility policy

Date: September 2026

Review date: September 2029

Accessibility Plan

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage, or civil partnership.

How this relates to national guidance and requirements: Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. Under paragraph 3 of schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- Increasing your disabled pupils' ability to participate in your school's curriculum
- Improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer.
- Improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here.

Overarching Principles:

We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential. This applies to all settings in our school - core school time, as well as before and after school care and activities. Accessibility plans for REAch2 schools cover the three core areas (physical environment, curriculum, and communication of information) and anything else that is relevant, depending on the issues and circumstances for each school. We also aspire to our schools being as accessible as possible to all parents/carers, staff, and volunteers, whatever their needs and circumstances. We believe that everybody stands to gain where schools are inclusive, diverse, and responsive to the needs of their local communities.

Intended Impact:

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles and Responsibilities:

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan. The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The Headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The Headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will work closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, supporting children with asthma.

Implementation

REAch2 schools should keep their progress against the plan under review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three

years, or sooner if there have been changes in the circumstances of the school that affects accessibility in any of the three given dimensions (physical, curriculum, information).

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support, and awareness. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual, and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. The SENDCo and class teacher will work together to adapt a pupil's Individual Learning Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching. Specialist resources can be made available for pupils with visual impairments, such as large print and magnification.

Learning support assistants are deployed to implement specific literacy, numeracy, and speech interventions.

Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are few parts of the school in which pupils have to access, that pupils with disabilities have limited or no access to. Where this is a consideration, we will ensure that all practicable measures are put in place, e.g. providing ramps for wheelchair access. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for intimate care to be provided for those that need it e.g. nappy changing. Where entrances to the school are not flat, a ramp is supplied for access.

Access to Buildings, Classrooms and Environment

In school, all areas of the school that children need to access are accessible by all children and their parents. These areas are detailed below:

Area Entrance and main office: The main office is on one level and has double doors. A member of staff oversees this door and is at hand to assist anyone needing help to enter the building.

School building: Areas in school that children need access to are fully accessible to all children, with practicable measures in place.

Library: The library is situated in a separate building and is accessible to all.

Outdoor playgrounds: The outdoor playgrounds are accessible via external doors. 2 have small steps to gain access and 2 are flat to allow wheelchair access. There are a number of seating areas on the playground for children to rest/sit quietly.

School Field: The main school field is situated to the rear side of the main building. It can be accessed from flat ground from the playground. The school field hosts our Forest school area which is accessible to all. Children in wheelchairs are supported during these sessions which enables them to access all areas of learning.

Internal doors: Internal doors will have a reflective sticker attached to them for the purpose of the visually impaired.

Quiet learning area: Quiet learning areas are available for children with hearing impairment or sensory needs across the school.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. The plan has the following key aims: To increase the extent to which pupils with disabilities can participate in the curriculum. To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.

To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2029. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.