



# Accessibility Plan

Reviewed November 2025

Issue	Action	People/Resources and any timescales	Success Criteria	Monitoring method: Who? How?
Two-storey school – access to the first floor for those unable to use the stairs. Lift in place.	Lift access to all floors with safety controls. To be checked for safety regularly.	Annual Service contract	Lift and controls in operation	Bursar
Disabled toilet available with electronic bed available for children with disabilities.	Named staff are trained and available for pupils to use the toilet and changing facilities.	Named staff members.	Pupil able to access disabled toilet	EYFS
Access to building – some entrances and exits have steps.	Plan an alternative route for anyone requiring non-step access.	Whole staff Headteacher Governors – Buildings and grounds Committee	All pupils can access the whole school building	Headteacher Governors – Buildings and grounds Committee
No unauthorised access to the building.	Outside doors need a card reader to gain access or have no outside handle and can only be opened from the inside.	Whole staff Headteacher Governors – Buildings and grounds Committee	No unauthorised access to pupils or school building	Headteacher Governors – Buildings and grounds Committee
Raise staff awareness of disabilities issues whenever appropriate (1).	<ul style="list-style-type: none"> <li>School to seek advice from experts.</li> <li>Consider the needs of specific pupils, both for school and off-site activities</li> </ul>	LA Health authority Disability Rights Commission All school staff	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	Headteacher SLT SENCO Class Teachers TAs Other nonteaching staff

Raise staff awareness of disabilities issues whenever appropriate (2).	Promote disability equality via: <ul style="list-style-type: none"> <li>Staff meetings</li> <li>PSHE lessons</li> <li>Assemblies</li> <li>Celebrating difference</li> </ul>	Whole staff	Increased whole school awareness of disability issues	SENDCo All staff
Ensure class environment enables access for all pupils.	<ul style="list-style-type: none"> <li>Consider furniture layout</li> <li>Consider the heights of tables and chairs</li> <li>Make sure there is adequate space for movement around the room</li> </ul>	Class Teacher SENDCo Advisors for children with SEND	Classroom is fully accessible for all pupils.	Headteacher SLT Class Teacher SENDCo Advisors for children with SEND

	<ul style="list-style-type: none"> <li>Consider appropriate equipment is available</li> </ul>			
Ensure all school trips and residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> <li>Thorough planning</li> <li>Advance visits</li> <li>EVOLVE form and risk assessments</li> <li>Parental involvement</li> </ul>	Visit leaders Educational Visits Leader Headteacher SENDCo	School trips and residential visits are accessible for all pupils.	Visit leaders Educational Visits Leader Headteacher SENDCo Feedback from pupils
Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> <li>Consider alternative communication systems</li> <li>Consider the way information is presented to pupils</li> <li>Consider the ways in which pupils can communicate their ideas</li> </ul>	All staff Subject leaders SENDCo Advisors for sensory impairments and children with SEND	Curriculum is fully accessible for all pupils	Headteacher SLT SENDCo
School policies make reference to provision for pupils with difficulties and disabilities	Policies include this information.	Whole staff Subject Leaders Advisors	Policies include provision for pupils with difficulties or disabilities	Headteacher Subject Leaders