



ACCESSIBILITY PLAN

CHAIR OF GOVERNORS:	P Scarlett
HEADTEACHER:	J White
MINUTED:	NO AMENDMENTS
DATE OF NEXT REVIEW:	Summer 2026

Version	Author	Date	Change Details
1.0	L White	Summer 2018	Initial document

Contents

1. Aims	3
2. Legislation and guidance	3
3. Monitoring arrangements.....	4
4. Links with other policies.....	4
Appendix 1: Accessibility audit	5

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

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.

To continue to raise standards for all our children, regardless of any potential barriers they may have.

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

2. 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and headteacher.

4. Links with other policies

This accessibility plan should be read in conjunction with other relevant policies, including and not limited to:

- Equality information and objectives

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Number of storeys	
Corridor access					
Parking bays					
Entrances					
Ramps					
Toilets					
Reception area					
Internal signage					
Emergency escape routes					