



Accessibility Plan

2025-2026

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.

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. Action plan (To be completed by SLT after audit has been completed)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To ensure all students can access the curriculum by offering a wide range of differentiated resources	Review of curriculum against EHCPs, PCPs or pupil passports	All staff SLT	Start of academic year 25/26	All students can fully access the curriculum
	We use resources tailored to the needs of pupils who require support to access the curriculum.					
	Curriculum resources include examples of people with disabilities.	Resources are suitable for all students' needs	Updated resources per year group to meet individuals needs	All staff	Start of 25/26 academic year	All students can fully access the curriculum
	Curriculum progress is tracked for all pupils, including those with a disability.	Assessment tracking considers all students needs				
	Targets are set effectively and are appropriate for pupils with additional needs.	To ensure all targets are equitable	Update SIMS assessment and all target setting profile documents	SLT	End of academic year 25/26	All students have suitable targets that reflect their needs
	The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum model meets the needs of all students	Update and review curriculum model	SLT	Start of academic year 25/26	All students can fully access the curriculum

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets	To ensure meets the access needs for all students	Maintain the current equipment/ adaptations	Executive Headteacher/ facilities management	Reviewed each academic year	To ensure all students can access all school provisions
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources, as required • Braille, as required • Pictorial or symbolic representations	To meet the needs of all students who attend the school	At present, no communication methods need modifying	All staff	Reviewed continually to meet the needs of new students	All students can fully access the curriculum

4. 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 TAPA Management Committee

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit to be completed annually

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floor building, lift fitted and functioning	none	Facilities management	Constant review
Corridor access	Opening door with access points	none	Facilities management	Constant review
Lifts	1 lift for wheelchair	none	Facilities management	Constant review
Parking bays	Disabled bays outside of main building	None	Facilities management	Constant review
Entrances	Both entrances clear and accessible	Ensure doors open and close by access internally	Facilities management	Constant review
Ramps	None needed	NA	NA	NA
Toilets	Disabled toilets accessible by both entrances and upstairs	Ensure fully functioning and accessible	Facilities management	Constant review

Reception area	Accessible	none	Facilities management	Constant review
Internal signage	Clear and readable	Needs updating for correct signposting	Facilities management	By the end of the academic year
Emergency escape routes	Clear and signposted	None	Facilities management	Constant review