

Accessibility plan



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| Approved by: | Catherine Miller – Head of Education and Learning | Date: June 2025 |
| Last reviewed on: | June 2025 | |
| Next review due by: | June 2026 | |

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 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.

This plan aims to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children and young people with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to children and young people with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account children and young people's disabilities and the views of parents and carers and children and young people. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Leadership Team also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Children and young people's parents and carers. •

The headteacher and other relevant members of staff.

- Governors.
- External partners.

The accessibility audit.

1.1. The Leadership Team will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the Leadership Team will assess the extent to which children and young people with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Leadership Team will assess the extent to which children and young people with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Leadership Team will assess the extent to which children and young people with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the Leadership Team will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory** disabilities – this includes children and young people who use a wheelchair or mobility aid.

- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account children and young people's disabilities and the preferences of their parents and carers.

1.6. The actions that will be undertaken are detailed in the accessibility action plan.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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 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.

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.

3. Action plan

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

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|--|------------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers a highly differentiated curriculum for all pupils Personalised learning plans created on entry and reviewed regularly to ensure accessibility We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils We offer a Surrey Sensory Impairment service, Hampshire help with sight or hearing loss and support for those with learning disabilities. We have an onsite OT available to provide bespoke resources for learners with dexterity difficulties. | Teaching team to plan ahead, organize and select appropriate resources to meet needs of all pupils and adapt planning to ensure all young people can access. | Teaching team and SLT | ongoing | To increase curriculum access for pupils with disabilities, we will ensure effective differentiation and the use of tailored resources, including those provided by our onsite OT and Surrey Sensory Impairment service. Curriculum materials will positively represent people with disabilities, and pupil progress will be tracked to ensure appropriate targets are set and reviewed. Annual curriculum reviews, informed by pupil and parent voice, will help ensure it remains inclusive and responsive to all needs. |
| Improve and maintain access to the physical environment both external and internal | <p>The environment is adapted to the needs of pupils, staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> All buildings are accessible by wheelchair Disabled parking bays Disabled toilets and changing facilities Movement around site is on hard standing and is wheelchair friendly Learners with visual impairments can move around without unnecessary obstacles. There is limited differentiation between areas. All indoor areas are spacious and accessible to learners with ambulatory or visual impairments. Resources are kept tidy and out of sight to create a calm, purposeful environment for those with sensory or mental health difficulties. | <p>Where there are no hard standing areas and in severe weather conditions, adaptability of the timetable to allow animals to be taken to main stable area for sessions.</p> <p>The Sensory Impairment Service to complete an assessment of the site and provide suggestions</p> | Senior leaders on site | As and when necessary. | To improve and maintain access to the physical environment, we ensure that the site is adapted to meet the needs of pupils, staff, and visitors. All buildings are wheelchair accessible, with ramps, disabled parking bays, and appropriate toilet and changing facilities in place. Movement around the site is supported by hard standing pathways, and where this is not possible, such as in severe weather conditions—we adapt timetables to ensure sessions can still take place, including relocating animals to the main stable area. These measures help ensure our environment remains inclusive, safe, and accessible for all. |

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Laptops • Coloured overlays and coloured paper • Large print texts | Maintain signage, ensure appropriate resources are made available to meet individual needs. | All staff | As and when needed. | Information is consistently delivered in accessible formats to meet the diverse needs of pupils with a disability. A range of communication methods is used, including clear internal signage, large print resources, pictorial or symbolic aids, use of laptops, coloured overlays or paper, and large print texts. Staff are aware of individual needs and ensure information is adapted appropriately to support access and understanding. |
| Accessibility information on our website | All information and policies are freely available on the website and can be produced in enlarged font or explained to learners. Key information, such as staff photos and names, is very easy to access. | SLT to ensure policies and information are kept updated and on the website. | SLT | As and when needed. | All key information and policies are clearly accessible on the school website and available in alternative formats, such as enlarged font or verbal explanation, to support pupils with a disability. Staff photos and names are easy to locate, helping learners to identify key adults. The website is user-friendly, regularly updated, and designed to ensure all users can navigate it with ease. |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board/committee name/governor name/the headteacher].

It will be approved by [the governing board/committee name/governor name/the headteacher].

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.