

Accessibility Plan



Pride
Passion
Partnership
Professionalism
Positivity

1. Plan

- 1.1. This accessibility plan (the plan) should be read in conjunction with our Trust wide Accessibility Policy.
- 1.2. The plan is compliant with current legislation and requirements as specified in schedule 10, relating to disability, of the Equality Act 2010. The principal, SENDCO, area site manager, and regional estates operations manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a three year period.
- 1.3. This plan has been drawn up based upon information supplied by the Trust and the Local Authority (LA), and in conjunction with pupils, parents, and staff of the school. This will advise other school planning documents.
- 1.4. The plan is structured to complement and support the Trust's equality objectives. Ofsted inspectors may include a school's accessibility plan as part of their school website review and will advise upon the compliance to the Equality Act 2010.
- 1.5. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.6. The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:
 - 1.6.1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - 1.6.2. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
 - 1.6.3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- 1.7. The plan relates to the key aspects of the physical environment, curriculum and written information.
- 1.8. Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the physical environment					
Internal door access	Identify how wheelchair users can independently open doors	Explore options for automatic opening doors in key areas.	Summer 2024	SW/TP	Wheelchair users independently access key doors on college site
Internal access to first floor and evacuation for non-ambulant pupils	Robust processes for wheelchair users to be safely accommodated in first floor (safely and swiftly evacuation in an emergency)	Evac-chair training and sledges in place on emergency stairwells; PEEPs for these PMLD pupils	November 2024	SW / CS	Evacuation drills work effectively for Shark and Lionfish classes on college campus.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					
Communication	All pupils have an identified formal means of communication when they leave early years.	Consult with SALT to develop an assessment tool for identification based on the level of communication for each pupil against their needs profile.	Summer 2023 for protocol and assessment tools.	HA/CH	Pupils in Y2 will be assessed on communication means in agreement with parents for focus and specific targeted interventions

Character curriculum	All staff will contribute to a character building curriculum to support and develop children's sense of self and who they are in the world.	Phases to develop their own plans for character curriculum	End Summer 2023 for plan evaluation	HA/CH/AC	All Pupils have a character builder profiling developed with their families
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Delivery of written information					
Signage	Increased use of symbols, and other communication strategies around the buildings to support written communication for the school community	Working group to review all signage and consider how we display to meet all needs.	January 2025	LD / SW	Staff Consultation Group and Student Council feedback that they are satisfied with changes.
Total communication in the classroom	All pupils to be able to communicate by their needs effectively with staff	Audit of communication needs for all pupils and then modified approaches in the classroom to meet these needs by class teams	Spring 2025	CS / LD	Leadership classroom observation that all pupils can engage effectively in the classroom setting

Last Reviewed: September 2025

Review Due: September 2026