



Accessibility Plan

2024-27

Date of Plan: September 2024

Updated: September 2026

Date approved by Governors: 23.9.26

Date of Review: September 2027

Accessibility Plan (2024-27)

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 so that they can be Happy, Healthy and High Performing.

The plan will be made available online on the school website, and paper copies will be available upon request. Where required, information will be provided in an accessible format appropriate to identified need.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability and the duty to make reasonable adjustments.

The school works with pupils, parents/carers, staff, governors and relevant external partners to identify and remove barriers to access. Pupil voice will be central to decisions about individual support and wider accessibility planning.

Our school's complaints procedure covers the accessibility plan. Concerns relating to accessibility should be raised promptly so that they can be considered and addressed.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and has regard to Department for Education guidance, the SEND Code of Practice: 0 to 25 years and relevant guidance on inclusive education estates.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Schools are required to make reasonable adjustments for disabled pupils to alleviate substantial disadvantage compared with pupils who are not disabled. This can include changes to policies and practices, auxiliary aids and services, and adjustments to premises.

3. Identifying barriers and setting priorities

Accessibility planning will be informed by evidence. The College will undertake an annual accessibility review and use the findings to identify priorities, allocate responsibility and monitor impact.

- pupil and parent/carer voice, particularly from disabled pupils and pupils with SEND
- curriculum participation, including practical subjects, PE, trips, enrichment, clubs and leadership opportunities

- a site accessibility walk, including routes, entrances, doors, lifts/ramps, toilets and changing, signage, lighting, acoustics, specialist rooms, outdoor areas and evacuation arrangements
- the accessibility of written and digital information
- feedback from staff, governors, disabled visitors and community users, where appropriate
- advice from external professionals and local services where this will support effective implementation

Individual reasonable adjustments will not be delayed until the next formal review of this plan.

4. Action plan

This action plan sets out the College's priorities for strengthening accessibility during the final year of the 2024-27 plan. Progress will be reviewed termly by senior leaders and reported to governors at least annually.

The College's existing plan identifies provision including ramps, lifts/elevators, corridor access, disabled parking bays, disabled toilets and changing facilities, wheelchair-accessible library shelving, internal signage, large-print resources, Braille, induction loops and pictorial or symbolic representations. These arrangements will be checked through the annual accessibility review so that the published plan reflects current provision and any remaining barriers.

Curriculum access is supported through personalised approaches, adapted resources, staff awareness of individual needs, tracking of pupil progress and inclusive access to roles of responsibility. The College will strengthen this by monitoring the impact of these arrangements and the participation of disabled pupils across the full curriculum and wider school life.

Priority / barrier	Action	Lead & timescale	Resources	Success criteria / evidence
Whole-school baseline	Complete and record an accessibility audit covering curriculum participation, the physical environment, information/communication and key school activities. Include pupil/parent voice and identify any outstanding barriers.	SENCO + Business Manager; Autumn 2026	Leadership time; site walk; consultation	Audit completed; barriers prioritised; actions added to this plan; evidence of pupil/parent contribution.



Curriculum participation	Review access for disabled pupils across subjects, practical lessons, PE, trips, enrichment, clubs and leadership opportunities. Departments identify and address avoidable barriers and record reasonable adjustments where needed.	Deputy Headteacher (Curriculum) + SENCO + HoDs; review by Spring 2027	Department time; CPD where required	No pupil is excluded from an opportunity because an avoidable accessibility barrier was not considered; departmental reviews evidence adjustments and participation.
Staff knowledge and reasonable adjustments	Refresh staff guidance/CPD on disability, reasonable adjustments and use of pupil-specific information. Ensure staff know how to seek SENCO advice and how adjustments are communicated.	SENCO; Autumn 2026 and induction for new staff	INSET/briefing time	Staff training completed; pupil needs/adjustments communicated appropriately; sampling shows adjustments are understood and implemented.
Physical environment	Undertake an accessibility walk using current DfE inclusive-estates guidance. Check routes, entrances, doors, lifts/ramps, toilets/changing, signage, lighting/acoustics, specialist rooms, outdoor spaces and evacuation arrangements. Cost and	Business Manager + Site Team + SENCO; Autumn 2026, actions reviewed termly	Site/capital budget as identified	Written audit and prioritised schedule; urgent reasonable adjustments actioned; capital items costed and included in premises planning.



	prioritise identified improvements.			
Emergency evacuation	Review Personal Emergency Evacuation Plan (PEEP) arrangements for pupils and others who may need assistance, including temporary mobility needs, and ensure relevant staff understand responsibilities.	Business Manager + SENCO; Autumn 2026 and on admission/change of need	Staff time; equipment if identified	Current PEEPs in place where required; relevant staff briefed; evacuation arrangements tested/reviewed .
Accessible information	Establish and communicate a clear process for providing information in accessible formats. Review key pupil/parent communications and digital materials for readability and accessibility; provide alternative formats according to identified need.	SENCO + Admin/Communications; Spring 2027	Admin time; specialist formats/services if needed	Requests for accessible information are responded to promptly; key communications can be supplied in suitable alternative formats; feedback indicates improved access.
Digital accessibility	Review commonly used digital learning resources and documents for accessibility, including headings, readable formatting, captions/transcripts where appropriate and compatibility with assistive technology.	Digital Lead + SENCO; Spring/Summer 2027	Staff development time	Sample audit completed; priority issues addressed; staff guidance issued for accessible digital resources.



Pupil and parent voice	Build accessibility questions into SEND/pupil voice and parent/carers feedback and invite feedback after significant adjustments or transitions.	SENCO + pastoral leads; at least annually	Existing consultation mechanisms	Feedback is recorded and informs actions; governors receive a summary of themes and response.
Monitoring and governance	Review progress against this action plan termly at leadership level and provide an annual accessibility update to the Governing Body. Update the plan sooner where need, guidance, building change or feedback identifies a new priority.	Headteacher; termly monitoring; governor report by Summer 2027	Leadership/governor agenda time	RAG-rated progress record; governors can evidence scrutiny; incomplete actions are carried into the 2027-30 plan.
Next plan	Use the audit, monitoring evidence and stakeholder feedback to prepare the 2027-30 Accessibility Plan with SMART priorities, costs and measurable outcomes.	Headteacher + SENCO + Business Manager; draft by Summer 2027	Leadership and governor time	2027-30 plan ready for consultation and approval before the current plan expires.

5. Monitoring arrangements

The Headteacher retains overall responsibility for ensuring that the accessibility plan is implemented. Operational responsibility is shared by the SENCO, Business Manager/Site Team, curriculum and pastoral leaders, and other staff identified within the action plan.

- Progress against actions will be reviewed termly by the relevant senior leaders.
- The Governing Body will receive an accessibility update at least annually and will challenge progress, impact, resources and outstanding barriers.
- The plan may be amended before September 2027 where individual or collective need, stakeholder feedback, changes to the estate, new guidance or other evidence identifies an additional priority.

- The next three-year plan will be informed by evaluation of this plan and a refreshed accessibility audit.

6. Consultation and partnership

The College will involve disabled pupils and, where appropriate, their parents/carers in decisions that affect their access. Wider accessibility planning will draw on views from pupils, parents/carers, staff, governors and disabled people who use the site. The College will work with relevant local authority services, health professionals, external specialists and other partners where their advice can support effective implementation

7. Complaints and concerns

Concerns about accessibility or the implementation of reasonable adjustments should be raised with the College in the first instance so that they can be addressed promptly. The College's published complaints procedure applies to concerns relating to this accessibility plan. This does not affect any statutory rights available to pupils or parents/carers.

8. 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
- SEN Information Report
- SEND Policy
- Supporting Children with Medical Needs Policy
- Educational Visits procedures
- Behaviour Policy
- Complaints Policy
- Premises Management Policy
- Personal Emergency Evacuation Plan (PEEP) arrangements

9. Reference points for governors

This draft has been strengthened with reference to the statutory accessibility-planning framework and current Department for Education guidance. Governors may wish to use the following as assurance points when approving and monitoring the plan:

- Equality Act 2010, Schedule 10 - accessibility strategies and plans.
- DfE: What maintained schools must or should publish online / What academies and further education colleges must or should publish online, as applicable to the College's status.
- SEND Code of Practice: 0 to 25 years.
- DfE: Inclusive education estates (published June 2026).



Governor approval

Approved by: _____

Date: _____

Minute reference: _____