Accessibility Plan

November 2026



Our Christian Vision

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be.

We flourish through the connections and relationships we nurture, guided by our Christian values.

Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.

As James 2:18 reminds us, 'I will show you my faith by my actions'

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 4
4. Monitoring arrangements 8
5. Links with other policies 8

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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our Equality Objectives are:

- To ensure all children, staff and parent have the opportunity to flourish within the school community, regardless of protected and non-protected characteristics
- To make reasonable adjustments to the premises
- To normalise and celebrate different family groups and backgrounds

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.

- The equality objectives in the Action Plan below address our duties under current equality legislation, up to and including the Equality Act 2010 (Amendment) Bill 2014. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.
- The Accessibility Action Plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 Schedule 10.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
A. Increase Access to the Curriculum and Wider School Life for Pupils with a Disability	Adaptive Teaching & Quality First Teaching are embedded across the curriculum, supported by staff CPD and half-termly monitoring Individual needs and targets are documented in One Plans and Provision Maps, monitored termly via Insight Tracking. Speech, language, and communication are supported through a language-rich environment, Word Aware, WellComm, and Talk Boost. Practical, visual, and spoken learning (e.g., Art sketchbooks, Geography fieldwork, Science practicals, Music/ukulele/choir) is adapted to include all learners. ICT planning identifies assistive technology needs for pupils with disabilities and disadvantage.	Embed consistently high-quality adaptive teaching across all classrooms and foundation subjects. Strengthen SEND identification, planning, and evaluation through One Plans, Provision Maps, and Insight Tracking. Ensure full participation for pupils with disabilities in lessons, OPAL playtimes, clubs, school visits, and performances.	Deliver ongoing Adaptive Teaching and disability awareness CPD to teachers, HLTAs, and support staff. Review and update One Plans and Provision Maps termly on Insight Tracking, sharing plans digitally with parents/carers. Audit and adapt OPAL play provision, outdoor fieldwork, trips, and extracurricular clubs so pupils with physical, sensory, or SEMH/EBSA needs participate safely. Review available ICT and assistive technology termly and maintain a prioritised purchasing list within budget	HT, DHT (T&L Lead), SENCo, Subject Leaders, OPAL Play Lead, and Governors	Termly reviews; Academic Year 2026–2027	Monitoring (climate walks, book looks, pupil voice) demonstrates adaptive teaching in 100% of lessons. One Plans and Provision Maps are current, consistent, and shared with parents. Pupils with disabilities access appropriate technology and participate fully in curriculum, play, and enrichment activities.

B. Improve and Maintain Access to the Physical Environment	Main classrooms are on the ground floor; the hall and some toilets are on the first floor; the music room and PPA space are on the second floor. There is no lift. Corridors vary in width and surface covering, and doorways are narrow in places with level changes and limited scope for permanent ramps. The main entrance can open both doors for wheelchair access, a portable ramp is available (including for Preschool), 3 disabled parking bays and 2 disabled toilets are in place, and individual access/evacuation plans are recorded in Care and Management Plans (CMPs). Pastoral/wellbeing spaces and Trauma Perceptive Practice (TPP) support pupils with emotional, sensory, or EBSA needs.	Maintain safe, clear, and accessible routes, signage, and facilities within the constraints of the school site. Plan reasonable adjustments, sensory/quiet spaces, and safe evacuation procedures tailored to individual pupil and visitor needs. Ensure premises upgrades and health & safety compliance incorporate accessibility considerations.	Complete the annual Access Audit and annual Fire Safety Audit, testing individual evacuation procedures through termly fire drills. Keep corridors clear of coats and bags using storage boxes and classroom routines. Maintain clear internal room/exit signage and disabled parking bay markings. Update CMPs and individual risk assessments for pupils with physical, sensory, or medical needs (including ramp routes, ground-floor timetabling adjustments where required, and auditory/visual classroom adaptations). Ensure planned premises works (including toilet upgrades, school redecoration, and expansion planning) incorporate	HT, SLT, SENCo, Site Manager, Office Staff, and Governors	Annual Access Audit (2026–2027); Termly fire drills; Ongoing	Annual access and fire safety audits are completed with actions tracked. Corridors, signage, disabled parking bays, and toilets are clear and accessible. All pupils requiring evacuation or mobility adjustments have up-to-date CMPs tested via termly drills. Premises improvements enhance physical and sensory accessibility.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			accessibility improvements			
C. Improve the Delivery of Information	School communications are shared via email, Seesaw, website updates, and paper copies when required. Visual and symbolic supports (e.g., Word Aware, visual timetables, dual coding) are used across classrooms to support understanding. Digital sharing of One Plans via Insight Tracking is being embedded to improve clarity and parental engagement.	Ensure newsletters, letters, One Plans, and key school information are accessible to pupils, parents/carers, and visitors with disabilities or language barriers within a reasonable timeframe.	Provide letters, newsletters, and reports in large print, audio, first languages, or paper copies upon request alongside digital channels. Embed digital sharing of One Plans via Insight Tracking and offer face-to-face or telephone walkthroughs for parents/carers who need support accessing digital platforms. Ensure visual/pictorial supports and clear signage are used consistently for pupils with sensory, speech/language, or literacy needs.	SLT, SENCo, Office Staff, and Governors	Autumn 2026 onwards; Annual review	Parents, carers, pupils, and visitors receive school information and One Plans in accessible formats suited to their needs. Feedback shows families feel well informed and able to engage easily with school communications.

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D. Support for Young Carers, Vulnerable Families, and Wellbeing	A full-time Pupil Support Officer (PSO) works alongside SLT and the SENCo to provide 1:1 and peer pastoral support, strengthen Early Help pathways, and work with external agencies. Whole-school approaches to Trauma Perceptive Practice (TPP) and EBSA (Emotionally Based School Avoidance) support pupils and families experiencing health, emotional, or attendance barriers. Flexible communication and meeting arrangements are offered to parents/carers unable to attend site in person.	Identify and support young carers and families affected by disability, illness, or emotional/attendance barriers so pupils flourish academically, socially, and emotionally.	Maintain early identification and pastoral check-ins for young carers and vulnerable families through the PSO, SENCo, and Early Help pathways. Deliver whole-school EBSA training (2026–2027) and embed supportive reintegration and nurture provision. Offer flexible parents' evening and review meeting options (telephone, video call, or accessible ground-floor rooms) for parents/carers with disabilities, illness, or caring responsibilities.	HT, DHT, SENCo, PSO, and Governors	Ongoing; EBSA training completed by Summer 2027	Young carers and families facing disability, illness, or EBSA barriers are identified early and receive timely, tailored support. Attendance and wellbeing indicators improve for vulnerable and SEND pupil groups.

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 Headteacher.

It will be approved by the Resources Committee (Governors).

5. Links with other policies

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

- Health and safety policy
- Equality Information & Objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils at school with medical conditions

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