

Approved by:	Full governing body
Last updated:	22.09.25 (Started September 2023)
Frequency of review:	Every 3 years
Next review by:	September 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.

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, 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. Accessibility Plan

As a school community, we need to address accessibility provision in the following areas: Sensory: Specific needs as a result of hearing and/or sight impairment. Physical: Specific needs as a result of fine and/or gross motor impairment. Mental: Specific needs as a result of mental and/or learning impairment. Medical: Specific needs as a result of a medical condition.	There are three strands to our PLANNING DUTY: 1. To increase the extent to which disabled pupils can participate in the school curriculum. 2. To improve the physical environment of our school. 3. To improve the delivery of information to disabled people.
---	---

Area	Where we are now.	Timeframe	Targets	Strategies	Outcome / Comments
Sensory differences	➤ Links with sight & hearing impaired teams. ➤ Special equipment obtained – soft play, use of chews/focus tools/small spaces used for break outs/ ➤ The school is well lit/ use of softer lighting. ➤ Large print text obtained as required. ➤ Dyslexia-friendly fonts used ➤ Interactive whiteboards visible	Ongoing Autumn 2023	Neutral classrooms – use of hessian brown for display purposes to combat overstimulation from displays. Integrate 'hygge'/Early excellence into Nursery, Reception and KS1. Purchase soft play resources for Bluebell classroom	Purchase muted tones for backing paper and black border roll. Training for staff on reasons Purchase lighting/ Training for staff	All classrooms with hessian effect paper in classroom – reduce cognitive load. Removal of strip lighting to support teaching and learning and sensory differences. Purchased and being used. Training conducted.

	➤ Multi-sensory approaches used ➤ Paint finishes chosen for visual simplicity.	Autumn 2024	Create breakout room in Library to ensure children who need a sensory break have a calm space to use in the main building.	Move Library to different building to create space in main building.	Additional spaces created in school, Rise and Shine, Resource Room could also be used to support sensory seeking behaviours.
		Autumn 2025			
		Summer 2026	New classroom for Sunflowers children to be created and ready for use	Advice from ISAT/Educational Psychology	Classroom developing – advice sought and being put in place.
		Summer 2026	Whole school to be painted internally to remove sensory overload – natural tones – use of polished pebble.	On a schedule the whole school to be re painted to support sensory processing and sensory difficulties.	Bluebell, Sunflower, Music room, Rise and Shine, Library, BASC and Resource room, EYFS/KS1 classrooms completed.
Physical differences	➤ Pencil grips available as needed. ➤ All children encouraged to participate. ➤ Ramps in place where necessary.		PINS Project (DCC) to be undertaken and training completed by staff	Head of School to take part on training throughout the year and cascade to all staff.	
		Spring 2023	Improved changing area in Nursery building.	Involvement from Moving and Handling and Physical Impairment team DCC.	15.06.21 – TM from Moving and Handling DCC team inspection – suggestions made and referral to PI team.
		Spring 23			

	➤ Mostly double doors to exit/enter buildings ➤ Wide doors ➤ 3 disabled toilets (1 in each building). ➤ Disabled car parking and signed access. ➤ Kerbs dropped & tactile edges added. ➤ Equipment made accessible. ➤ Transport provided when necessary ➤ Specialist seating provided as necessary. ➤ Support from physically impaired service ➤ Bars fitted in main school toilet ➤ * Support from OT	Summer 2024 Ongoing July 2025	Moving and Handling CPD for all staff for supporting keeping children safe Adapt taps in KS1 classroom in two classrooms and KS2 toilets OT advice sought and put into place PI advice sought and put into place Team teach training for staff to support movement of pupils when needed	Penny Townsend – OT/Physio to deliver training Physical Impairment team DDC property team Referrals to team Training to be booked and conducted.	17.02.23 – Training for all staff Installed by Plumber at cost to school Class teachers implementing recommendations with monitoring from SENDCo. 12 members of staff completed the training – including middays, teachers, teaching assistants and SLT.
Mental Health differences	➤ Links with outside agencies through CAHMS, MAAT, Compass (Mental Health Support Team). ➤ SEN support materials. ➤ Children grouped to meet individual needs. TA support as necessary. ➤ Plans and provisions in place for those on the SEN register.	Spring 2023 Ongoing	Ongoing programme of mental health assemblies and lessons over the year. Links with anti-bullying work. Access to COMPASS – Mental Health Support team.	Mr Ford to ensure it is covered within new PSHE curriculum and Mr Ford/Mrs Mackey to ensure coverage through collective worship. Discussions with parents and staff to	Children's mental health to be prioritised and staff to gain a deeper understanding of children dealing with mental health issues. Ongoing – Mrs Woods has taken over PSHE leadership.

	➤ Withdrawal areas organised to cater for individual needs. ➤ Support from ISAT and Ed Psychology	Autumn 2025 Summer 2025	New PSHE curriculum purchased which goes into greater depth for Mental Health and Well being SMILERS Project to be completed focusing on 5 ways to well being.	support and make referrals. Audit and purchase of new curriculum, trailing in KS2, implementation of curriculum vehicle KAPOW. Meeting with Compass, set up of project, start and end evaluations.	KAPOW curriculum purchased and taught weekly. Initial meeting with Compass conducted and action plan created.
Medical differences	➤ Any medical support (inhalers etc) available at all times. ➤ First aid boxes maintained and clearly marked. ➤ First aid training up to date. ➤ Links with the school nurse. ➤ Office staff regularly updates medical lists and distributes to teachers.	Autumn 2023 Spring 2023 Autumn 2024 Spring 2024 Summer 2025	Training for Epi-pens and diabetes Train 2 more members of staff with paediatric first aid. Training for Epilepsy for staff Diabetes training for staff Refresher training for paediatric first aid training.	Training to be booked with Diabetes nurse Course booked and completed Awaiting confirmation from Epilepsy nurse Diabetes Nurse training booked Course booked in for next term. Online training completed and book	Completed October 2023 Completed January 2023 8 members of staff completed 2 day paediatric first aid training Completed February 2023 Completed September 2024 All staff completed either paediatric first aid or emergency first aid at work January 2025 Training completed by September 2025 and

		Autumn 2025	Epilepsy training conducted for key staff in school.	in visit form Epilepsy nurse.	Epilepsy nurse training on 04.09.25
		Autumn 2025	In line with new EYFS guidance additional staff with paediatric first aid courses needed	Training booked through Manchester First Aid and completed.	All EYFS classrooms have a paediatric first aided in the classroom. Further staff to completed training by Spring 2026

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 and it will be approved by full governing body.

5. Links with other policies

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

- 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