



<b>Policy Document</b>	
Subject	<b>Accessibility Policy &amp; Plan</b>
Approval Date November 2025	Review Date November 2028
Signed by:	Written by: School
Name:	K. Andrews
Role:	Inclusion Leader

## Accessibility Policy & Plan

### 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 demonstrates a strong commitment to enabling pupils with disabilities to fully participate in the curriculum. This involves providing access and opportunities for all pupils without discrimination of any kind. 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 plan will be made available online on the school website, and paper copies are available upon request, in an accessible format, if required.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Identifying Barriers to Access Checklist

### Section1: How does our school deliver the curriculum to disabled children and young people?

Question	RAG Rating	Notes	Next Steps
Do we ensure that teachers and teaching assistants have the necessary training to teach and support children and young people?		We prioritise training for both teachers and teaching assistants to ensure they are fully equipped with the knowledge and skills to effectively teach and support all pupils, including those with SEND. Regular professional development sessions and collaborative planning time enable staff to stay informed about the latest educational strategies and to tailor their support to meet individual pupil needs.	
Are our classrooms optimally organised for children and young people?		Classrooms are thoughtfully organised to support clear teaching and learning, with resources and seating arranged to facilitate effective modelling, group work, and pupil discussion,	
Do lessons provide opportunities for all children and young people to achieve?		Lessons are carefully planned to introduce new material in manageable steps, explicitly linking new concepts to prior learning and using modelling, scaffolding, and concrete examples to make abstract ideas accessible for all pupils, including those with SEND. Teachers create inclusive learning environments by providing varied opportunities for pupils to practise, discuss, and consolidate knowledge, ensuring that tasks are appropriately challenging and supported to enable every pupil to succeed and develop independence	
Our lessons responsive to the diversity of children and young people?		Lessons are designed to be inclusive and responsive to the diverse needs of all pupils, including those with SEND, through careful scaffolding, adaptation of resources, and varied teaching approaches.	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		This is standard practise in all classrooms.	
Are all children and young people encouraged to take part in music, drama and physical activities?		We actively encourage all pupils to participate in music, drama, and physical activities as integral parts of a broad and balanced curriculum that supports their academic, social, and physical development.	
Do staff recognise and allow for the mental effort expended by some disabled children and young people for example using lip reading?		Yes, by ensuring clear, paced communication, reducing background noise, and providing visual supports to aid understanding.	

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Do staff recognise and allow for the additional time required by some disabled children and young people to use equipment in practical work?		Yes, by planning lessons flexibly, offering adapted resources, and providing one-to-one support where needed to ensure full participation.	
Do staff provide alternative ways of giving access to experience or understanding for disabled children and young people who cannot engage in particular activities, for example some forms of exercise in physical education?		Staff adapt activities to ensure all pupils can participate meaningfully, providing alternative ways to experience or understand tasks, for example, offering modified physical exercises or using assistive technology - so disabled pupils can access PE and other practical learning fully and safely.	
Do we provide access to technology appropriate for children and young people?		Yes, as and where required. We have previously accessed radio-mics for hearing impaired pupils and have assistive technology such as Clicker 7 installed on all Chromebooks and i-pads. Through liaison with specialist advisory teams at the local authority we would access any particular specialist equipment required.	Further training for staff required to ensure that they are able to fully support pupils in utilising this technology.
Ask all visits, including overseas visits, made accessible to all children and young people?		We carefully plan all visits to ensure full accessibility for every pupil, including those with SEND. This involves early risk assessments, adapting activities, providing necessary support or equipment, and working closely with parents and specialists to remove barriers, ensuring all children can participate safely and meaningfully.	
Are there high expectations of all children and young people?		Our staff are committed to ambitious teaching and personalised support, ensuring every child, regardless of their needs, is challenged appropriately and given the opportunity to achieve their best academically, socially, and personally	
Do staff seek to remove all barriers to learning and participation?		Staff proactively identify and remove barriers to learning and participation by adapting teaching methods, resources, and the learning environment to meet individual needs. Through close collaboration with the SENDCo, ongoing assessment, and targeted support, all pupils are enabled to engage fully and confidently in all aspects of school life	

**Section 2:** Does the physical environment of our school meet the needs of all disabled children and young people?

Question	RAG Rating	Notes	Next Steps
Does the size and layout of all areas - including all teaching rooms, sporting facilities, personal care facilities, play areas and social		The school is built on a slope and has 6 levels, and therefore has several sets of steps. However, all rooms in the school can	This would be explored and added if need arose, as meeting the specified needs of a child accepted as a pupil at

Question	RAG Rating	Notes	Next Steps
spaces - allow access for all children and young people?	Green	be accessed from paths which runs round the outside of the school and has no steps.  Some smaller classrooms would require some adaptations for wheel chair access e.g. removal of large furniture, should wheelchair access be required.	the school (by implementing reasonable adjustments) will be given priority over general improvements within the plan in any year.
Can wheelchair users move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Green	As above. There is a lift in the new block, and there is a portable ramp which allows wheelchairs to move over high door thresholds. There are ramps up to the front entrance and the Victorian classroom. There are two large accessible toilets.	
All travel routes around the school site and parking arrangements safe logical and well signed?	Yellow	Whilst pathways have been updated to ensure smooth, sloped access around school site, there is no signage to direct wheelchair to routes which allow access to all rooms without needing to negotiate steps.	Put sign on corner of old building to show wheelchair friendly route round back of kitchen to reach big hall and new block.
All emergency and evacuation systems set up to inform all children and young, people including alarms with both visual and auditory components?	Yellow	As children are never left unsupervised, there is no need for a visual alarm as all pupils, including any pupils with such serious hearing impairment that they cannot hear the fire alarm, are escorted outside in the event of an emergency and would have a Personal Evacuation and Exit Plan.	
Is tactile signage used to assist people to use school buildings?	Red	Not currently required.	This would be explored and added if need arose, as meeting the specified needs of a child accepted as a pupil at the school (by implementing reasonable adjustments) will be given priority over general improvements within the plan in any year.
Does decoration and signage support children and young people with, for example, visual impairment, autism or epilepsy?	Yellow	Staff have received training on SEND and Disability friendly classrooms and as part of the school's current development plan are making adjustments to displays and classroom environments to ensure this.	SLT to continue to support staff and monitor this.
Can lighting be adjusted to increase the use of natural light or reduce glare?	Green	All classrooms have blinds, and staff are mindful of the impact that variations in light have on children with different needs.	
Are steps made to reduce background noise for children and young people with a range of needs?	Yellow	Almost all classrooms and central areas e.g. hallways are carpeted, where they are not, this is considered and adaptations made, e.g. Large rugs.	We have one large Victorian classroom, with high ceilings, where reducing echo is a challenge. Pupil's can be provided with ear-defenders if this becomes difficult for them, and we are exploring options to resolve this

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			e.g. using canopies to lower the ceiling space.
Is furniture and equipment selected, adjusted and located appropriately?		The school provides access to writing slopes, ear defenders, pencil grips, wobble cushions, coloured overlays etc. for all children, where required. Larger furniture such as adjustable seating and accessible tables would be obtained to meet specific needs, as required.	Further resources and furniture would be explored and added if need arose, as meeting the specified needs of a child accepted as a pupil at the school (by implementing reasonable adjustments) will be given priority over general improvements within the plan in any year.

**Section 3:** How does our school deliver materials in other formats for disabled children and young people?

Question	RAG Rating	Notes	Next Steps
Do we provide information in easy read format, symbols, large print, visual, audio or in Braille for people who may have difficulty with standard forms of text?		As required. The school has recently purchased a large selection of dyslexia-friendly books for our classrooms and central library, as this has been identified as significant area of need across key stage two.	
Do we ensure that information is presented to groups in a way that is using user friendly, e.g. by using accessibility options and other technological solutions?		As required.	
Do we regularly produce written information in different formats?		No however we make clear in all correspondence that stakeholders can contact the school office to request alternative formats, should that be required.	
Do we ensure that staff are familiar with technology and practises developed to assist people with disabilities?		Training is provided as and when required. The school have recently purchased a subscription to Widgeo software to produce visuals to support children with communication	

**Increase the access to the curriculum for pupils with a disability.**

Current good practice	Identified focus area	Actions to be taken	Success Criteria	Lead Person	Date to be achieved	Progress
The curriculum is well thought out and lessons are carefully planned to introduce new material in manageable steps, explicitly linking new concepts to prior learning and using modelling, scaffolding,	<i>Provide targeted staff training on assistive technology tools</i>	- Identify staff requiring training on Widgeo and Clicker software - Organise professional	- At least 90% of identified staff trained and confident in using Widgeo and Clicker	Inclusion Lead	Summer Term 2026	

<p>and concrete examples to make abstract ideas accessible for all pupils, including those with SEND.</p> <p>Teachers create inclusive learning environments by providing varied opportunities for pupils to practise, discuss, and consolidate knowledge, ensuring that tasks are appropriately challenging and supported to enable every pupil to succeed and develop independence.</p> <p>Curriculum resources available include examples of people with disabilities.</p> <p>Assess, Plan, Do Review (APDR) cycle is used consistently and effectively to support those pupils with disabilities and set aspirational targets.</p> <p>All staff are aware of pupil's disabilities and therefore make reasonable adjustments to support these pupils in meeting their needs.</p>	<p><i>such as Widget and Clicker</i></p>	<p>development sessions led by specialists or software providers</p> <ul style="list-style-type: none"> <li>- Develop a resource bank and user guides for ongoing staff reference</li> <li>- Monitor and support staff use of these tools in classroom settings</li> </ul>	<ul style="list-style-type: none"> <li>- Increased use of these technologies evidenced in lesson plans and pupil work</li> <li>- Positive impact on pupil engagement and independence reported in SEND reviews</li> </ul>			
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**Improve and maintain access to the physical environment**

<b>Current good practice</b>	<b>Identified focus area</b>	<b>Actions to be taken</b>	<b>Success Criteria</b>	<b>Lead Person</b>	<b>Date to be achieved</b>	<b>Progress</b>
<p>The school provides access to writing slopes, ear defenders, pencil grips, wobble cushions, coloured overlays etc. for all children, where required. Larger furniture such as adjustable seating and accessible tables would be obtained to meet specific needs, as required.</p> <p>The school is built on a slope and has 6 levels, and therefore has several sets of steps. However, all rooms in the school can be accessed from paths which runs round the outside of the school and has no steps.</p> <p>There is a lift in the new block, and there is a portable ramp which allows wheelchairs to move over high door thresholds. There are ramps up to the front entrance and the Victorian classroom. There are two large accessible toilets.</p>	<p><i>1. Improve signage and wayfinding to support wheelchair users and pupils with disabilities</i></p> <p><i>2. Enhance physical and visual</i></p>	<ul style="list-style-type: none"> <li>- Design and install clear, consistent signage including tactile and visual elements for wheelchair access points and key areas</li> <li>- Review and update signage regularly to maintain clarity and accessibility</li> <li>- Ensure all routes are obstacle-free and well-maintained</li> <li>- Conduct an audit of classroom size, layout, lighting, and visual</li> </ul>	<ul style="list-style-type: none"> <li>- All wheelchair users can independently navigate school premises using signage</li> <li>- Positive feedback from pupils, parents, and staff regarding ease of movement</li> <li>- No reported incidents of blocked or inaccessible routes</li> <li>- Classrooms have flexible, accessible layouts with reduced</li> </ul>	<p>SBM Caretaker</p> <p>Inclusion Lead</p>	<p>Summer Term 2027</p> <p>Audit by Autumn</p>	

<p>All classrooms have blinds, and staff are mindful of the impact that variations in light have on children with different needs.</p> <p>Almost all classrooms and central areas e.g. hallways are carpeted, where they are not, this is considered and adaptations made, e.g. Large rugs.</p> <p>Staff have received training on SEND and Disability friendly classrooms and as part of the school's current development plan are making adjustments to displays and classroom environments to ensure this.</p>	<p><i>accessibility in classrooms for pupils with dyslexia, ASD, and ADHD</i></p>	<p>distractions focusing on accessibility and sensory needs</p> <ul style="list-style-type: none"> <li>- Adjust furniture arrangement to maximise space and flow</li> <li>- Increase visual supports such as coloured overlays, clear signage, and calming corners</li> <li>- Implement light dimming and further noise reduction strategies including use of blinds and soft furnishings</li> <li>- Train staff on creating sensory-friendly environments</li> </ul>	<p>clutter and clear visual supports</p> <ul style="list-style-type: none"> <li>- Pupils with dyslexia, ASD, ADHD report improved comfort and focus</li> <li>- Reduced sensory overload incidents recorded</li> <li>- Staff feedback indicates confidence in managing sensory needs</li> </ul>	<p>Class Teachers</p>	<p>2025 Adjustments by Summer Term 2027</p>	
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**Improve the delivery and sharing of information to pupils with a disability.**

<p>We provide information in easy read format, symbols, large print, visuals for pupils who may have difficulty with standard forms of text?</p> <p>The school has recently purchased a large selection of dyslexia-friendly books for our classrooms and central library, as this has been identified as significant area of need across key stage two.</p> <p>The school has recently purchased Widgit software and is increasing the use of visuals across the school, to support learners with communication difficulties.</p> <p>We make clear in all correspondence that stakeholders can contact the school office to request alternative formats, should that be required.</p>	<p><i>3. Training on the use of assistive technology and effective teaching practises for pupils with hearing, communication and speech impairments, ensuring confident and consistent support for these pupils across all classrooms</i></p>	<ul style="list-style-type: none"> <li>- Identify key training needs through liaison with SENCo to ensure understanding of communication needs of current cohort</li> <li>- School to engage in the Hertfordshire Shining Communication Aware</li> <li>- Plan training sessions throughout the 2025/6 academic year to ensure all staff can attend, including teachers, teaching assistants, and support staff – linked to SDP MP1 e.g. Makaton, use of widgit visuals, assistive technology</li> <li>- Encourage staff to apply training in classrooms, supported by the SENDCo and senior leaders</li> </ul>	<ul style="list-style-type: none"> <li>- School achieves the Hertfordshire Shining Communication Award to develop provision for pupils with communication difficulties</li> <li>- Staff demonstrate confident use of assistive technologies (e.g., hearing aids compatibility, speech-to-text tools, widgit visuals, Makaton signing) in classroom settings.</li> <li>- Positive feedback from pupils and parents regarding communication support.</li> <li>- Evidence of adapted teaching practises observed in lesson observations and learning walks.</li> </ul>	<p>Inclusion Lead Commun - ication Champions Wider staff team</p>	<p>Audit by Autumn 2025 Adjustments by Summer Term 2027</p>	
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### **3. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

### **4. 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
- Supporting pupils with medical conditions policy