



Accessibility Plan 2025 - 2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To ensure pupils/students with a disability have:

- total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's Equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties Hub Councillors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

- Our school curriculum is designed in an inclusive manner where-by all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupil are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

| Compliance with the Equality Act | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| None identified at this time. | | | | | |
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| Access to the physical environment - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Are all classrooms adapted to ensure access for all areas | Ensure that all classrooms are kept clutter free and half termly clearances happen to reduce items collected over the term. | All staff | Long term | Ongoing | |
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| Ensuring inclusion in the school community | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Ensure parents are able to access teachers and other staff members when they need to speak to someone; with particular awareness of our EAL families | <p>Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them or make contact with the teacher directly via Class Dojo or Tapestry.</p> <p>Emails between staff and home are shared via the secretary email account</p> | All staff | Medium | Ongoing | |

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| | <p>Messages can be sent from the school office via Arbor.</p> <p>Parents write in their child's reading record</p> <p>Website and messages can be translated into different languages.</p> <p>Translators are available when required.</p> <p>Staff use Google Translate to support</p> | | | | |
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| Access to the curriculum - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Regular and updated staff training. | Continue to arrange training courses and INSET CPD based on the training audit. | LB, BT | Long term | Ongoing | |
| All children able to access learning materials | CPD around appropriate communication tools such as the use of Makaton, Communication in Print symbols etc... | LB, IS | Long term | Ongoing | |

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| | Use of 'Learning Village' to support pupils with EAL. | | | | |
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| Access to information advice and guidance - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Ensure that all reports from external agencies are shared with relevant staff and families | Aspire leads, Head of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals. | Aspire leads, Head of School and SENDCo | Long term | Ongoing | |