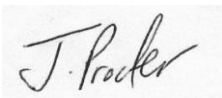




Accessibility Policy & Plan

Review cycle	1 / 2 / 3 years	Date: December 2025
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	Action plan updates	
Linked policies	Safeguarding Policy; Supporting Pupils with Medical Conditions Policy, SEN report, Health and safety policy, Equality information and objectives,	
Signed		Date: December 2025
Position	Executive Headteacher	
Date of next Review	December 2028	

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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 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	Our school offers an adapted and differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils. Subject Leaders ensure the adapted materials and resources are included in planning for areas of the curriculum. Stakeholder voice is gathered annually and reviewed to enhance the provision provided. Learning is planned to include connections to previous learning/curriculum and connections made to future learning.		Maintain confidence of staff in strategies for differentiation and increased pupil participation. The school will ensure that staff have the appropriate training to meet the individual needs of children with disability and health care plans as appropriate. All staff are aware of curriculum access issues. Class teachers' planning shows awareness of the needs of all children and promotes independence. Classrooms are optimally organised to promote the participation and independence of all pupils, including the use of CiP and visuals to identify resources (labels etc) across the school. All staff are aware of curriculum access issues. Subject leader's road maps include guidance on how subjects can support needs. Class teachers' planning shows awareness of the needs of all children and promotes independence. Classrooms are optimally organised to promote the participation and independence of all pupils, including the use of CiP and visuals to identify resources (labels etc.) across the school. Review TA deployment annually to ensure is meeting the needs of the current cohort. All adults working with children are informed of their needs. Effective handover meetings lead to smooth transitions between classes and year groups so minimal learning time is lost. Ensure all extra-curricular activities - school trips and residential visits are accessible to all. All out of school activities are to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All children in school can access all school trips and take part in a range of activities with all reasonable adjustments. Ensure all children participate equally in the life of the school. Consider the possibilities around providing quieter break out areas for the class rooms for children with sensory challenges and for whom noise and spacing is an issue Consider the possibilities around enabling a larger areas within the school grounds to provide short physical interventions eg sensory circuits All desks and chairs are appropriate size for the children using them Ensure that displays around white boards are not overwhelming or that background noise (eg fishtanks) do not provide unnecessary sensory overload in learning zones. Audit each classroom starting with Y3 and 4 and review furniture. Plan for replacements as necessary and budgets allow.	Undertake audit of staff training needs on curriculum access. All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. dyslexia, differentiation, outreach provision from external agencies. Epi-pen. Ana-pen training, Asthma Inhaler training. Annual health care plan reviews. Class provision maps and APDR plans are in place. TA/T/IM surgeries x 1 per term to discuss needs of individual children. Inclusion feedback is used as part of all observations. Subject leaders update road maps. Staff as part of PM and discussion with SENCO and HOS identify needs for CPD and appropriate training is organised. Review provision to ensure TAs are available to support pupils as required. Transition meeting in the summer term. CTs ensure that all relevant information is communicated to all adults working with children in supply folder and at briefing meetings. Review all out of school provision to ensure compliance with legislation. Centres/places chosen which include provision for disabled pupils as appropriate. Individual needs are included in risk assessments and planning and communication with parents takes place well in advance Pupil and parent survey annually. Audit each classroom starting with Y3 and 4 and review furniture. Plan for replacements as necessary and budgets allow. Grounds walk to revisit this and consider over time.	HT/Gov body/IM/SM	Annually or as appropriate

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramp in Nursery • Disabled toilet • Outdoor space is accessible to all, due to pathing and being on the same level.		All building and re-decoration work takes account of East Sussex Accessibility guidance. On-going improvements in access to all areas when undertaking routine and maintenance works including considering items such as whether the height of shelving is accessible, adequate lighting and type of lighting, steps/ramps, rails to facilitate access for all Consideration of Reception toileting and changing facilities when finances allow Any recent actions identified or taken: To ensure that the school and grounds have appropriate access for pupils, parents, and the wider community. School garden pathway and EYFS outside area. Awareness of positioning of furniture in areas of limited space. Ensure that disabled pupils can be safely evacuated. •Any disabled children and staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities. •Ensure all fire escape routes are suitable for all. Ensure that tables and seating are the appropriate height for the children in the class (see above) .	HOS/Ex Head consider the ES accessibility guidance when planning and the items under the target Regular termly meeting for HT and PM To consider Ramp access to: • main office and • Head Teacher office area • outdoor equipment. • Hall space Head, IM, SM and Inclusion Governor complete a walk-through school to review disabled access to the building and grounds and identify any (further) actions needed. Access to the field/ hard standing. School to make parents and carers aware of easy/easier access parking at the school All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise. Monitored as part of Fire Risk Assessment In the event that any child with mobility issues starts at the school, we will carry out an audit/assessment beforehand to ensure that appropriate fire escape Advise visitors to the school, if disabled parking is needed please notify the office a day in advance. PEEP Plans in for key children. PEEPS to be reviewed on each fire drill.	HT/Gov body/IM/SM	ongoing Term 1 each year Review annually as part of Fire Risk Assessment

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve the delivery of information to pupils with a disability or needs.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations		Availability of written materials in different forms (larger or alternative formats) and languages, coloured backgrounds. Dyslexia friendly font is the used for all resources as standard. Coloured papers/book are available as required Make available school prospectus, school newsletters and other information for parents in electronic form that can access enlarging and translating apps School information published on school website and Arbor updated regularly. We also communicate verbally with those who may not be able to access written material. Ensure all staff aware of strategies to support hearing and language needs. Additional time/and reasonable adaptations (scribe/reader) are planned for identified children and implemented and recorded as part of everyday good practice Alternative methods of assessment are used and recorded to enable children to demonstrate their abilities in different settings Children and families with mental health needs are fully supported to attend school fulltime	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Parents of children with English as an Additional Language to be aware of the support available through EALS (including possibility of bilingual support officers) Review all current school publications and promote their availability in different formats as required. School staff will support and help parents to access information and complete forms with them as required Use of Makaton and communicate in print Training for staff as required. Risk assessments for individuals with ASD. mobility or sensory needs are share verbally with visiting or centre staff to ensure that the information is received and the necessary adaptations are made. SLT and IM have increased knowledge of the ES ESBA guidance and toolkit and use to support at an early stage	HT/Gov body/IM/SM	Annually or as appropriate

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/Head of School.

It will be approved by the governing board.