

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

Aim	Current good practice	Objectives State short, medium, long term.	Actions to be taken	Person responsible	Date to complete actions by	Outcome
Increase access to the curriculum for pupils with a disability	Pupils, regardless of disability, have access to the full National Curriculum, differentiated to take account of access and learning needs.	Short-Term	Audit classrooms for accessibility and make quick adjustments.	SENCO/Head Teacher	September 2025	All pupils can access the curriculum regardless of disability.
	Advice and support, where appropriate, are sought from the appropriate external agencies.		Ensure teachers use adapted resources and visual supports.	SENCO/Head Teacher	On-going	
	All staff attend appropriate CPD for children with additional needs e.g. autism, hearing impairment etc.		Review EHCP/SEN Support plans to ensure strategies are applied	SENCO/Head Teacher	On-going	
	Appropriate staff trained for administering medicines/ managing medical conditions		Implement targeted intervention programs.	SENCO/Head Teacher	On-going	
	SENCO leader training (Trust and LA)		Provide deeper CPD on specific needs (ASD, dyslexia, ADHD). Strengthen work with external specialists (EPs, SALT, OT).	SENCO/Head Teacher	On-going	
		Medium-Term				

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		Long-Term	Review and adapt curriculum pathways for flexibility and inclusion.	Curriculum leader/SEND/CO/Head Teacher		
			Embed whole-school trauma-informed culture.	SENCO/Head Teacher		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>The approach and car parking is convenient, routes are wide enough and visual signage is clear.</p> <p>The building is within convenient distance of a highway, public transport and convenient car parking.</p> <p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use.</p> <p>Entrances including reception have doors that are clearly distinguishable, permit</p>	<p>Short Term.</p> <p>Medium Term</p>	<p>External steps are not marked with high contrast paint. Obtain suitable paint</p> <p>Some doors are missing closers. Bring all doors to the same standard.</p> <p>Corridors and classrooms are clear of clutter and obstructions</p> <p>There are no designated accessible car parking spaces, although an un-</p>	<p>Office Manager/School caretaker</p> <p>Office Manager/School caretaker</p> <p>All Staff</p> <p>Office Manager/School caretaker</p>	<p>Easter 26</p> <p>Dec 25</p> <p>Ongoing</p> <p>July 2026</p>	<p>Steps are clearly visible to all.</p> <p>Dedicated parking spaces are available for parents and visitors to school</p> <p>Pupils and visitors can move freely around school.</p>

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	<p>passage for wheelchair users. Door furniture can be used at both standing and seated height and can be easily grasped.</p> <p>Floor surfaces are slip resistant and firm for wheelchair maneuver. The reception desk is suitable for approach from both standing and seated positions.</p> <p>Horizontal movement and assembly- Corridors are wide enough for a wheelchair user to manoeuvre. They are free from obstruction and this is visually checked daily. Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre.</p> <p>Directional fire escape signage is in place and can be seen from both sitting and standing levels.</p> <p>Vertical movement and internal level change- The office block that houses the head teacher, office staff and</p>		<p>official space would be made available as a need for it arose.</p> <p>The intercom to access the visitors gate is situated out of reach for a wheelchair user and there is a small step to gain access to the grounds.</p>	Office Manager/School caretaker		
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	<p>staffroom have an internal level change. The stairs have a hand rail.</p> <p>Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated.</p> <p>Door mechanisms are checked regularly.</p> <p>Lavatories- WC provision is made for people with disabilities. It has slip resistant floorings which are easily distinguished from the background.</p> <p>Ambulant disabled people can manoeuvre and raise themselves in standard cubicles.</p> <p>Wheelchair approach is free of steps/narrow doors and obstructions.</p> <p>Fittings and light switches are easily reached and operated, hand washing facilities are within reach of someone seated on the W.C.</p> <p>Grab rails are fitted in appropriate positions to</p>	None		<p>Sarah Fogg</p> <p>Caretaker</p> <p>N/A</p>	<p>July 20</p> <p>Sep 20</p> <p>N/A</p>	<p>Fixtures and fittings are accessible to all.</p>
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	<p>facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p> <p>Fixtures and fittings-</p> <p>Lunchtime counters are accessible to all users. It is possible for people with disabilities to serve as volunteers.</p> <p>Display and bookshelves are visible and accessible for people with disabilities.</p> <p>Eating and meeting spaces allow for use by wheelchair users and other people with disabilities.</p> <p>Means of escape- Final exit routes are accessible to all including wheelchair users, as are the entry routes. Personal emergency evacuation plans (PEEPs) are in place for those that require assistance.</p> <p>Staff are trained in evacuation procedures. Fire warning devices and detectors are routinely and regularly checked.</p>	None		N/A	N/A	Escape routes can be accessed by all.
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Improve the delivery of Information to pupils with a disability	Lighting throughout school is adequate for the needs of all. Large-print versions of information can be made available if needed.	There is no braille information available for people with visual disabilities. The building is not equipped to provide hearing assistance.	This can be purchased through an outside agency as and when required.	Headteacher	As required	Information is delivered efficiently to pupils.
			An induction loop could be fitted as and when required.	Headteacher	As required	