



Accessibility Plan 2025-2029

Date Agree	October 2025
Review Date	(a) Jan/Feb 2026 (b) July 2026
Type of Policy	School based policy



Accessibility Plan

We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



1. Compliance Statement

This Accessibility Plan is prepared in accordance with the Equality Act 2010 (Schedule 10). It sets out how the school will:

- increase access to the curriculum for disabled pupils
- improve the physical environment to increase access; and
- improve the provision of information to disabled pupils and families.

The plan aligns with the school's Equality Objectives (2025–2029) and with our Self-Evaluation (SEF) sections on Inclusion, Curriculum & Teaching, Personal Development, and Leadership & Governance.

2. Review Cycle and Reporting

Progress against this plan will be reviewed twice yearly (January and July) by SLT and reported to the Transition Board. A public summary will be published on the website after the July review. A full refresh is scheduled for July 2029, or sooner if legislation or context changes.

3. Contextual Information

The school occupies a two-story building. Ground-floor areas, including the main entrance, hall, library and classrooms, are accessible via ramps. Two wheelchair-accessible toilets are located on the ground floor (office area and classroom corridor).



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4. Strand A – Improving Access to the Physical Environment

Objective	Actions	Milestones / Timescale	Owner	Evidence	Success Criteria
Entrances & Toilets	Maintain fully accessible entrance/reception; maintain two wheelchair-accessible toilets; ensure wayfinding/signage and contrast are clear.	Baseline estates audit Dec 2025; remedial actions by Mar 2026; annual RAG review each July (2026–2029).	Site Manager / Head of School	Estates audit; work orders; photos; signage checklist.	100% green RAG for ramps, door widths, signage and toilet access each July.
Fire Safety & PEEPs	Maintain Personal Emergency Evacuation Plans (PEEP); brief staff; termly evacuation drills; update class lists and responsibilities.	All PEEPs updated by Oct each year; briefings termly; drill outcomes reviewed termly.	SENCo / Site Manager	PEEPs register; drill logs; briefing records.	Zero non-compliance incidents in evacuations; 100% of identified pupils/staff have current PEEPs by Oct annually.



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5. Strand B – Improving Access to the Curriculum

Objective	Actions	Milestones / Timescale	Owner	Evidence	Success Criteria
Classroom Accessibility Standards	Publish and embed standards: visual timetables; now-and-next boards; enable tables; calm corners/Zones of Regulation; accessible resources	Baseline audit Dec 2025 $\geq 70\%$; July 2026 $\geq 90\%$; July 2027 100%; sustain 2028–29.	SENCo / SLT; Class Teachers	Walkthrough checklists (25% every 3 terms); photos; lesson visit notes.	100% classrooms meet standards by July 2027; sustained thereafter.
Staff Capability & CPD	Annual CPD on adaptive teaching and SEND software (Widget, Clicker); reasonable adjustments; two inclusion walk-throughs per class per year.	INSET Nov 2025; walk-through cycles Spring & Summer annually; 100% staff trained each year.	SENCo / CPD Lead / SLT	CPD registers; coaching logs; walk-through summaries.	Consistent adaptive practice evident; improved lesson visit judgements.
Early Reading & Phonics Access	Identify pupils with barriers; provide Little Wandle keep-up; and parent workshops.	Pupil list Nov 2025; 90% plans by Mar 2026; 100% by July 2026; review termly.	English Lead / SENCo	Provision map; intervention registers; fidelity and assessment records.	$\geq 85\%$ Year 1 Phonics Screening; re-check $\geq 90\%$; reduced gap for target pupils.
Trips & Curriculum Enrichment	Apply accessibility checklist to all trips; choose providers with inclusive provision; ensure risk	Checklist live from Jan 2026; 100% trips compliant; termly sampling.	Educational Visits Coordinator / SENCo	EVC checklists; risk assessments;	100% trips accessible; no reported access barriers.



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	assessments include adjustments.			provider confirmations.	
Clubs & Leadership Participation	Track participation on Arbor; target invites/subsidies; offer accessible roles; promote representation.	+10% uplift by July 2026; +20% by July 2027 from Sept 2025 baseline; sustain annually.	Head of School / Clubs Coordinator / SENCo	Arbor reports; participation dashboards; pupil voice.	100% of SEND/PP attend at least one club/enrichment per term very year from Year 1.

6. Strand C – Improving the Provision of Information

Objective	Actions	Milestones / Timescale	Owner	Evidence	Success Criteria
Accessible Communication Protocol	Publish protocol covering plain English, large-print and high-contrast PDFs; translation/interpretation routes; office support to complete forms.	Draft Jan 2025; live March 2026; annual spot-audit each July ($\geq 95\%$ compliant documents).	Office Manager / SENCo / Comms Lead	Website checks; request logs; parent survey results.	$\geq 95\%$ documents meet protocol; positive parent feedback; requests fulfilled within 10 working days.
Classroom Visual Symbols	Agree symbol set; implement daily for routines and key learning supports; review during walkthroughs.	All classes using by July 2026; sustained via termly checks 2026–2029.	SENCo / Class Teachers	Walkthrough evidence; photos; planning notes.	100% classes consistently use visual symbols; improved pupil independence.