

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



ACCESSIBILITY PLAN 2025/26

Statutory Document

EQUALITY ACT SCHEDULE 10 RELEVANT POINT	TARGETS	STRATEGIES	RESPONSIBILITY	EXPECTED COST IMPLICATIONS	SUCCESS CRITERIA	MONITORING/ EVALUATION
(2) (a)	To increase the extent to which disabled pupils can participate in the school's curriculum.	Continuation of our nurture curriculum/provision, to provide social, emotional and mental wellbeing support for pupils.	All staff	Cost of providing nurture and trauma and attachment aware practitioner training	Pupils will be supported in their classrooms through the nurturing curriculum or in a nurture group if required	Headteacher
		Take part in children's mental health awareness week to ensure all pupils have strategies to take care of their mental health and wellbeing.	Class teachers	Resources to support 'Know yourself, Grow yourself' activities throughout Children's Mental Health Week	Pupils will add strategies to their toolkit to be able to build their resilience, grow and develop	Headteacher
		Ensure that materials are appropriate for pupils with a visual impairment, e.g. enlarged material.	Class teachers	Supplies (from ESS budget)	Pupils have full access to lessons and are included in whole class teaching	SENDCo
		Ensure that appropriate equipment is provided and worn, e.g. microphone linked to hearing aids	Class teachers	Supplies (from ESS budget)	As above	SENDCo

		<p>Employing strategies such as visual timetables and reward charts to support pupils.</p> <p>Provide additional resources (including staffing) where necessary to ensure that pupils can attend visits/residentials.</p> <p>Access arrangements made for relevant pupils for the KS2 SATs tests, including additional time/early opening etc.</p>	<p>Class teachers</p> <p>Headteacher</p> <p>Year 6 class teacher</p>	<p>Cost of additional staff hours (from HTN Funding where appropriate)</p> <p>N/A</p>	<p>Pupils able to access the full curriculum</p> <p>Pupils are not unfairly discriminated against during KS2 tests and are able to demonstrate their full potential</p>	<p>Governors</p> <p>Headteacher</p>
(2) (b)	To improve and maintain the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.	<p>Complete site walks/needs assessments to ensure it is appropriate for individual pupils.</p> <p>Complete risk assessments when appropriate.</p> <p>Ensure that pupils have full access to after-school clubs, tournaments, visits, school events and residentials (this may require deploying additional staff/resources).</p> <p>Ensure equipment is provided/used to meet the needs of disabled pupils, as required (e.g. sensory circuits).</p> <p>Include any additions/alterations needed to the building/site in the</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo/ PE Subject Leader</p> <p>Class teachers/ SENDCo/ PE Subject Leader</p> <p>Headteacher/ Caretaker</p>	<p>SENDCo time</p> <p>SENDCo time</p> <p>Cost of additional staff hours (from HTN Funding where appropriate)</p> <p>Cost of any additional equipment (from PE and Sport Premium where appropriate)</p> <p>Capital budget for any additions/alterations</p>	<p>Pupils able to move around school/use all facilities/areas safely and confidently</p> <p>As above</p> <p>As above</p> <p>Pupils are able to access the full curriculum, including PE and sport</p> <p>Pupils able to move around school/use all facilities/areas safely and confidently</p>	<p>Headteacher/ Governors (Resources Committee)</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Governors (Resources Committee)</p>

		Building Development Plan, as required.				
(2) (c)	To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Ensure that information is delivered in a variety of ways in the classroom (visual, auditory), following consideration of a pupil's disability and their and/or their parents'/carers' views. Making reasonable adjustments to ensure all pupils can access information (repetition of information, enlarging of material, use of technology), following consideration of a pupil's disability and their and/or their parents'/carers' views.	Class teachers	Supplies (from ESS budget)	Pupils receive the same information as their peers, in a timely and accessible manner	SENDCo
			Class teachers	Supplies (from ESS budget)	As above	SENDCo
		Seek support and guidance from other professionals on different ways to deliver information, when appropriate, following consideration of a pupil's disability and their and/or their parents'/carers' views.	SENDCo	Cost of any additional external professional's time for visits, assessments, report-writing (from HTN Funding where appropriate)	As above	Headteacher