High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Accessibility Plan 2025-2028

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

Approved	Autumn 2025
Next review	Autumn 2027

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

Aim	Current Good Practice Include Established Practice, And Practice Under Development	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers: • 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, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	Differentiation for all to be improved by use of B Squared assessment tool CPD for staff to increase knowledge of differentiation in maths Staff to use manipulatives and resources appropriately to suit the needs of the child	SENCO to deliver training to support staff CPD for staff Resources to be produced to support learning, where needed	SENCO SENCO	Ongoing. Review July 2027. Ongoing. Review July 2027.	Differentiation (particularly in maths) is suited to the needs of every child Manipulatives and resources in place in every class to support the learning of every child, including those with SEND.

Aim	Current Good Practice Include Established Practice, And Practice Under Development	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps/ slopes – all classrooms are accessible from the inside and outside • **Elevators** – none needed • Corridor width – suitable for wheelchair use • Disabled parking bays • Newly refurbished and accessible • Disabled toilets installed • Library shelves at wheelchair-accessible height • Equipment at wheelchair accessible height	Provide step-free accessibility to the courtyard area at Broadwater Down	Windows at Broadwater due to be replaced in August 2025. New doors installed at the same time.	EHT	September 2025	Pupils will be able to access the courtyard area without using steps, giving all pupils the opportunity to use the space. COMPLETED

Aim	Current Good Practice Include Established Practice, And Practice Under Development	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print/ coloured resources • Pictorial or symbolic representations • Dual coding • Digital, audio or video formats • Translations or other forms of communications with parents where needed.	Ensure that curriculum content information is transmitted to pupils effectively. Ensure that communication with parents is mindful of their own needs.	CPD for staff about effective teaching delivery, especially for those pupils with potential barriers to learning. ECTs are trained quickly and effectively to deliver quality learning in response to all pupil needs. Office staff monitor communications between home and school. Flag parents who may need support to FLO and safeguarding team	SENCO & DHT Inclusion Lead School secretary & FLO	Aut 2026 Aut 2026 Ongoing	Knowledge and skills are transmitted effectively by teachers to all pupils. Pupils retain knowledge and skills over time and demonstrate success within the curriculum. Parent communication is accessible to all parents.
Offer additional support to meet the needs of young carers and their families	• Phone calls offered for parents' evenings • Young Carers Club run by our Young Carer's Champion	Ensure identification of young carers within the school community. Ensure support for Young Carers for wellbeing and academic success.	In 2026-27, young carers are considered as part of our "priority pupils" group in school for regular monitoring.	SENCO Young Carers Champion	Ongoing	Young Carers are identified swiftly and supported appropriately in school.

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 senior leadership team and the governing body.

It will be approved by the governing board Resources committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy