



School Accessibility Plan September 2025 – September 2026

This document meets the requirements of schedule 10 of the Equality Act 2012 and the Department for Education guidance for schools on the Equality Act 2010

Aim of this plan:

To increase the extent to which disabled pupils can participate in the curriculum.

To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

To improve the availability of accessible information to disabled pupils.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
To increase access to the curriculum for all pupils	Learning is personalised where necessary to meet the needs of specific children.	To ensure pupils with EHCPS and additional needs are specifically noted/included on lesson planning.	Regular monitoring of children on the SEND register	SENCo/ SEN governor/ subject leaders	Ongoing	Children with EHCPS or specific learning needs will be noted on planning
	Children in Sealions (Resource Base) all have a personalised curriculum linked to Cherry Tree Branches	To ensure all children are able to access writing lessons.	Training of new staff on new word/ phrases/ sentence method.	Head teacher Literacy Lead	Ongoing	Evidence in children's books
	Streamed writing in KS1 to enable children to access learning at the most	To ensure all children are able to access maths lessons	Ensure staff are using the new word/ phrases/ sentence structure in writing sessions	Head teacher Literacy Lead	Ongoing	

	<p>appropriate level so that they can – Make progress as fast as possible but as slow as necessary</p> <p>Streamed phonics within EY and across KS1(with access to EY for those who would benefit from it)</p> <p>“A” curriculum in Maths enabling all children to access learning</p> <p>Guidance from specialists such as EPs and Outreach taken into account when planning for pupils learning experiences.</p> <p>Staff attend CPD to ensure up to date knowledge of supporting children with particular needs.</p> <p>Targets set effectively through IEPs and linked to EHCPs where needed.</p> <p>A range of books in classrooms and the library reflect a variety of needs and disabilities – these resources strengthen our inclusive ethos.</p> <p>Regular monitoring focuses on SEND provision.</p> <p>Worksheets are enlarged or adapted as necessary for</p>	<p>To ensure all new Reception/ Bespoke Provision staff are knowledgeable about communicating through Signalong/ Aided Language displays</p> <p>To ensure all children see themselves represented in the literature used in school</p>	<p>Reception/ Bespoke provision staff to receive support in Signalong/ Aided Language displays (external providers/ NHS SALT)</p>	<p>Literacy lead/ Class teachers</p> <p>SENCO</p>	<p>Ongoing</p>	<p>Staff in reception/ Bespoke Provision use singalong when supporting children on the SEND register when needed</p> <p>Aided Language Displays used in classrooms and in outside learning areas</p>
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	<p>children with vision difficulties.</p> <p>Staff follow advice and training when communicating with those with hearing difficulties in line with advice from Hearing Support</p> <p>Staff have access to a range of supporting materials in the electronic SEND library.</p> <p>Children with SEN are represented on school council and access all clubs</p> <p>EAL interventions for those new to English to enable them to access the curriculum as soon as they can</p>					
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<p>To maintain and improve access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>SENCO liaises with specialist support services to ensure all reasonable adjustments recommended are made.</p> <p>Acoustic modification has been carried out in the hall, library and all classrooms.</p> <p>Main corridors are wide and kept clear to allow for wheelchair access.</p> <p>A lift is available to support staff and pupils who are unable to use stairs.</p> <p>A disabled toilet is located on both the ground and first floor.</p> <p>Caring Cutlery and sippy cups are available in the dining hall for children with physical difficulties.</p> <p>The one ramp within school is clearly marked in red at the top and bottom. School grounds are predominantly flat.</p> <p>Access points to school site are low.</p>	<p>To ensure that 'resting places' are available in each area of the outside space.</p> <p>To ensure that all pupils are able to access the upstairs learning spaces.</p> <p>Ensure all children and adults in the community feel welcomed.</p> <p>For pupils with vision impairment to have supportive access to the school building and grounds</p> <p>Ensure pupils with physical needs can access toilets effectively.</p> <p>Increase and improve offer of outside play equipment for children with SEND.</p>	<p>Monitor that benches are available in all areas of the outside space.</p> <p>Implement any given advice about painting/marketing key areas such as door frames and steps in Reception Base and learning garden</p>	<p>Site manager</p> <p>Site manager</p>	<p>Ongoing</p>	<p>A resting place will be available in the all areas</p> <p>Resting places will be available in all zones of the outside space used by pupils.</p> <p>Hearing Loop sign will be on the front window. Hearing loop will be in working order</p> <p>SENCO will have meeting and Vision Support service and site manager to plan works if needed.</p> <p>Reception Base and garden will be accessible.</p> <p>Play equipment and sports equipment will enable children with SEND needs to access them</p>
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	<p>Risk assessment by the fire service every 3 years with school review annually</p> <p>Comprehensive evacuation plan in case of fire including 3 refuge points on the stairs.</p> <p>PEEPs written and regularly reviewed for those children/ adults who need them</p>					<p>All building users are aware of the low ceiling height before the 2 stair wells in the building.</p>
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<p>Improve the delivery of information to pupils with a disability.</p>	<p>There are clear internal signs located throughout the school.</p> <p>Use of visual symbols on signage (to support written text) where appropriate e.g fire escape routes.</p> <p>Communicate In Print installed on computer network and available for staff to use where necessary when planning for children with communication difficulties.</p> <p>Aided Language displays used in EY and Bespoke Provision</p> <p>SALT assessments in first language arranged for children who do not have English as a first/ main language</p>	<p>Replacement of signs take account of appropriate colour scheme/size.</p>		<p>SENCO and Site Supervisor</p>	<p>Ongoing</p>	<p>The school signage and layout make it easy for children and visitors to find their way around.</p>
<p>Access to information for parents for whom English is not their first language</p>	<p>Newsletters sent home in English, Bengali, Malayalam, Romanian, Polish – other languages on request</p> <p>Interpreters booked for meetings e.g. EHCP annual reviews</p>			<p>Site Supervisor</p>	<p>Ongoing</p>	

Accessibility Audit – September 2024

Feature	Description
Number of storeys	The school is located on 2 storeys. The school has 3 stairways and a lift to allow for transition between different floors.
Corridor Access	Corridors are regularly checked to ensure that they are clear from any obstructions.
Entrances	The schools has 13 external entrances on the ground floor located all around the building – all with a compliant level of accessibility. <i>This includes each learning environment on the ground floor having their own external entrance.</i>
Ramps	The school has one ramp located on the ground floor, leading from the main foyer area up into the main school.
Toilets	Nursery and Reception classes have their own toilets en suite. Year 1 and Year 2 children have toilets located on their adjacent corridors (both upstairs and downstairs). There is an accessible toilet available on both the ground floor and the first floor. A wet room is available in the Oysters classroom. <i>A shower is available in Nursery</i>
Reception Area	The school has one main entrance route. This is fitted with automatic doors and is accessible to all. The welcome desk is of a low height suitable for wheelchair users.
Internal Signage	The school has a wide range of internal signage – all of which is regularly checked and is in good order.
Emergency Escape Route	Emergency escape routes are clearly marked in all areas of the school. Routes are regularly checked by the Site Supervisor to ensure that they are free from obstruction. Emergency routes and signage are also checked as part of the fire risk assessment – this was last carried out in August 2025. The next visit is due in August 2028 with annual school level reviews
Outdoor seating	Accessible picnic table for wheelchair users
Safety for children who abscond	Maglock doors on top doors to ensure safety of those with SEMH cannot accidentally access the stairs

