Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Grade-Ruan Accessibility Plan 2026-2028

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and - full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage ○ To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting ○ recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities, ○ respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Our Aims:

The school plans to increase accessibility of provision for all students, staff and visitors to the school. The main priorities will be in the following three areas:

Increasing access to the school curriculum Improving access to the physical environment of the school Improving the delivery of written information to all

This action plan comprises of an audit of current provision in each of these areas and a plan for required action.
Any plan of action carried out will be agreed and overseen by the Head teacher, Governors and the MAT.

Increasing Access to the school curriculum

Accessibility Outcome	Action to ensure outcome	Who responsible	Time frame
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. All staff to focus on identifying and removing any barriers for learning.	Regular SEN staff meetings updating advice and planning for individual need. Advice and written reports from external agencies. Whole School INSET record. Individual CPD record. Regular IEP reviews, pupil and parent voice.	SENCo and HT All staff	Ongoing Ongoing
TAs to work closely with and support pupils with physical disabilities.	TAs appointed in school. Specialist training as required. Advice is sought and provided by outside agencies as required.	SENCo and HT	As required/ongoing

Pupils with emotional, social and behavioural difficulties are supported in school.	SENCo registered Thrive Practitioner – timetabled individual Thrive sessions when needed. Members of staff TIS Trained. All staff to have initial Thrive training session delivered by SENCo. Individual sessions with private Counselling service when required. Individual sessions with Play Therapist if required.	SENCo and HT	Ongoing As required
Classrooms are optimally organised for disabled pupils.	Staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	All staff	As required
	Consider changing rooms if necessary to meet the needs of disabled pupils.		
Lessons are differentiated and provide opportunities for all pupils to achieve, i.e. supported by TA's and have varied chances to work within pairs, small groups and as individuals.	Lesson plans IEP's Individual Learning Plans	All staff	Ongoing
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion plus extra-curricular clubs, school visits, concerts, performances etc. Continue to implement personalised learning when appropriate. Risk assessments to be undertaken if necessary. Specialist equipment if needed. Provision for wheelchairs etc.	Staff plus adults running clubs	Ongoing

Staff recognise and plan for the additional time and effort needed by some pupils including using equipment, slower writing speed, more time needed to move around the school.	All staff aware of needs & detailed in planning/IEPs. Appropriate applications to be made for SATs –readers/scribes/extra time. Continue to implement personalised learning when appropriate. Specialist equipment if needed.	All staff	Ongoing
ICT equipment provided and equipped with specialised hardware or software to allow access for disabled pupils.	Advice sought from Specialist Advisory Support Service when required. Large keyboard, joystick etc.	SENCo and HT as required	When required
Adaptation of class lessons and school timetable.	Advice sought from specialists as to adaptations required within the school day.	SENCo and HT as required	When required

Improving access to the physical environment of the school

Accessibility Outcome	Action to ensure outcome	Who responsible	Time frame

The entrance to the school is fully accessible. Access intercom is low enough for wheelchair users. The layout of areas such as classrooms, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps. The school site has a 6ft high fence erected around the boundary. Intercom system on outside gate where people are buzzed in to the grounds. Staff have a key fob to gain entry to the school grounds.	All doors wide enough and freely accessible. Layout f areas is accessible for all. Site has a secure boundary Access to the site is secure	HT and MAT HT and MAT HT and MAT HT and MAT	
Access between classrooms is good.	All doors wide enough and freely accessible.	HT and MAT	Continual

Pathways around school are safe and well signed.	Good signage, clear corridors, good lighting.	HT and MAT	Continual

Parking arrangements for all are logical and safe.	Parking for 3 cars outside the wall. Parents encouraged to use the village carpark and walk across to school. Disabled parking space available and clearly marked if required.	HT and MAT HT and MAT	Continual If required
Emergency and evacuation procedures known by all staff and all children.	Regular fire alarm checks. Regular fire drills with whole school. Hearing impaired and disabled children escorted by designated adult.	HT and all staff	Continual
Disabled toilet facilities are fit for purpose.	Disabled toilet to be kept free of clutter and assessed for suitability of use.	HT and MAT	Continual
Signage around the school is clear and informative.	Signs are clearly written, undamaged and unambiguous.	HT and MAT	Continual
School décor takes account of pupils with any sensory difficulty.	When parts of school are decorated consider pupils with autism, visual difficulty and epilepsy. Seek advice from SEN Services as to colour schemes.	All staff	When required
Noise reduction in classrooms considered to aid acoustics.	Hearing impaired pupils to sit in an appropriate place in the classroom. Carpets in most areas. Induction loop fitted if required. Noisy equipment assessed.	HT, all staff and MAT	As required

Furniture and equipment selected and located appropriately.	Advice sought for low-level sink, writing slope, adjustable tables etc.	HT, all staff and MAT	As required

Improving access to written information

Accessibility Outcome	Action to ensure outcome	Who is responsible	Time frame
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	Advice sought when required. Staff meetings when needed. Classroom observations.	HT and SENCo	When required.

The school to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format. Website regularly updated and weekly newsletter presented online or in printed format if requested.	Liaise with support services for advice when needed. SENCo to ensure pupils and parents with any difficulty with standard format are identified. School to also find out how many school reports each family requires in July.	HT and SENCo HT and Admin staff	As appropriate and when requested. Continual.
The school ensures that in lessons and parents' meetings information is presented in a user-friendly way, e.g, by reading aloud, using PowerPoint presentations etc	Interactive whiteboards in all classrooms and in the hall for presentations and meetings.	All staff	As required.