



Accessibility Plan (3 Year)

23 October 2026

About This Document

Annual Policy Period	2024 - 2027
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History

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0.1	27 Feb - 19	René Esterhuizen, Clerk to Trustees	First release. DRAFT
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1. Introduction

- 1.1. For the 3-year period 2024 - 2027
- 1.2. Incorporating:
 - i. Curriculum Plan
 - ii. Physical Environment Plan
 - iii. Plan for Written Information
- 1.3. The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has several duties towards disabled pupils under part 4 of the DDA.
- 1.4. Principally this involves the production of a policy and plans whose aims are to increase access to education for disabled pupils of all kinds. As a result of this The Vine Christian School has produced an Accessibility Plan to cover a 3-year period, which will be periodically reviewed by the Governing Body to ensure that it conforms to all parts of the above Act.
- 1.5. Specific elements of the plan and its annual reviews may require consultation with individuals or representatives from external agencies in order to ensure their effective implementation. We will look to conduct future reviews of the Accessibility Plan in consultation with the Governing Body and the pupils, parents and staff of the school.
- 1.6. Where we have students who have specific requirements, we would meet their accessibility requirements in line with the DDA. Student specific information would be recorded within the school and would be made available to appropriate parties when required but would not be published for reasons of confidentiality.

2. Vision And Values

- 2.1. At The Vine Christian School, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 2.2. The Vine Christian School plans to increase the accessibility of provision for all pupils, staff and visitors to the school, in the three areas required by the planning duties in the DDA. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - i. Increase access to the curriculum, including educational visits.
 - ii. Improve access to the physical environment of the school
 - iii. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.
- 2.3. We also plan to improve the gathering of information through questionnaires etc. From staff, parents, carers and students

3. Principles

- 3.1. Our responsibilities under DDA can be summarised as follows:
- i. Not to discriminate against disabled pupils in our admissions and exclusions or the provision of education and associated activities.
 - ii. Not to treat disabled pupils less favourably.
 - iii. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - iv. To publish an Accessibility Plan.

4. Improvement To The Physical And Learning Environment

- 4.1. An Action Plan relating to these key aspects of accessibility will be drawn up with consultation between the Governing Body and the Staff at the school. We will look to involve disabled people in identifying priorities and barriers where possible. We will also use any information gained from students, parents or carers. It will be in place by the end of this three-year period and will be reviewed and adjusted on an annual basis.

5. Management, Coordination And Implementation

- 5.1. The school will endeavour to identify any disabled people, whether staff, students or parents and to collect information when recruiting and selecting new staff via a confidential staff questionnaire and we will give existing staff the opportunities to raise personal issues.
- 5.2. It is acknowledged that there will be a need to raise awareness and train all staff and governors in the matter of disability discrimination. The plan indicates time frame for achievement and which persons are responsible for the implementation and coordination of various aspects of the plan.
- 5.3. To be able to collect information on the disability of new students the admissions enquiry form will be adapted to ask if the child has any learning difficulty, medical condition or disability.
- 5.4. During the admissions process all new parents/carers will be asked to complete a short questionnaire detailing any disability or health condition they might have so that we can cater for them adequately when visiting the school. All information would be dealt with confidentially.
- 5.5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- i. Equal Opportunities
 - ii. Health & Safety
 - iii. Whole School Behaviour Policy
 - iv. School Development Plan
 - v. Admissions Policy

6. Monitoring And Review

- 6.1. While the Governing Body is ultimately responsible for the implementation of the plan and for reviewing it regularly by means of reports from the Head Teacher, the management and monitoring of the plan will fit in with the existing management and school development planning systems.
- 6.2. The school will make it known in the Parents Handbook that the plan is available on request and in several formats if required, subject to appropriate notice being given.

7. Key Dates for The Plan

Priority	Date	Action
Gathering information from current staff for Fire Safety reasons.	On-going	Any new staff with disabilities will be asked to complete a PEEP.
Collecting any relevant information relating to this plan from parents.	On-going	Questionnaire to be given to parents to complete regarding any disabilities or health conditions they might have.
Admissions Enquiry Form	On-going	Admissions enquiry form to include the following question: "Has your child got any learning difficulties, medical conditions or disabilities?"
Increasing access to the Curriculum.	To be completed as and when disabled students join the school.	The Curriculum will be assessed according to the needs of the student and adjusted accordingly if appropriate.
Increasing access to the physical environment of the school.	To be completed as and when needs are identified.	This will be assessed with the assistance of disabled parents, friends etc. and any improvements will be completed as needed.
Improving the delivery of written information to pupils, staff, parents, and visitors with disabilities.	To be completed as and when needs are identified.	This will again be assessed with the assistance of disabled parents, friends etc. and any improvements will be completed as needed.