



Accessibility Plan

The purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

We aim to treat all our pupils fairly and with respect and we do this by providing access and opportunities for all pupils without discrimination of any kind. Underpinning this work are our values of respect, responsibility and positivity.

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

Adopted at	Resources
Adoption date	June 2025
Date for review	June 2027
Chair of Governors signature	
Heateacher signature	

<i>Aim</i>	<i>Current good practice</i>	<i>Current Barrier</i>	<i>Objective</i>	<i>Actions</i>	<i>Person responsible</i>	<i>Completion date</i>
Increase access to the curriculum for pupils with a disability	Differentiated curriculum for all pupils Resources tailored to the needs of pupils who require support to access the curriculum	Some school trips may not always be suitable for pupils with disabilities	Ensure consideration has been given to the pupils with disabilities and that provision is made to include those pupils	Plan trips to include all pupils Risk assessments carried out for each trip	Class teachers	Ongoing
	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	Meeting the individual needs of new pupils	Ensure staff are well trained	Identify training and target relevant members of staff	Inclusion Lead	Ongoing in response to need
Improve and maintain access to the physical environment	Inverton is fully accessible for children with physical disabilities	Meeting the individual needs of new pupils	Be responsive to individual needs if they arise	Make necessary adjustments if feasible	Inclusion Lead	Ongoing in response to need
	Bellwood has ramps, disabled toilets, changing facilities	Signage doesn't fully promote independence	Improve signage in both buildings	Consistent pictorial signage displayed in both buildings and playgrounds	Phase SENDCos	Ongoing
Improve the delivery of information to pupils with disabilities	A range of communication methods including pictorial and symbolic representations Induction loops available at both offices	Not all adults can communicate with non-verbal children	For all children and staff to be able to communicate with non-verbal children	Learn 2 Makaton signs a week in staff briefing and Monday assembly	EYFS SENDCo	Ongoing