Accessibility Plan

2026-27

Approved by Premises, Finance and Personnel Committee Sept ‘26

Review Date Sept ‘27

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination. Schools and Local Authorities are required to carry out accessibility planning for disabled pupils. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

'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 disabled pupil faces in comparison with non-disabled pupils.

Actions Achieved

- Inclusion Team expanded. Additional SENCO in training.
- SEN policy created reflecting new SEN Code of Practice
- New access doors in KS2 building wide enough for wheelchair users.
- Parking permits given to parents with disabilities.
- Additional on-site disabled parking bay created.
- Website with translation facility
- Standing desks for children with ADHD
- Fasting Policy created with families.
- Induction for new families
- ICT resources to support children with SEN.
- Family Liaison Teacher in place
- Ongoing staff training on inclusive practice for those with SEND ~~Autism and ASD~~
- Trauma Approach training in place
- Greater representation in reading texts
- Ramps at walkways and doorways

Actions 2025-26	**Targets**	**Outcome**
Short Term	Review PEEPS for existing and new children plus staff Increase access to the curriculum for pupils with a disability.	The school is compliant with statutory requirements. All staff are aware of Equalities agenda and how to support children in school.

	Improve the delivery of information to pupils with a disability. Ensure playground zones (colouring, games etc) areas are established to create breakouts for all children to access and calm/quiet areas. Create Accessibility Plan/audit for Stepping Stones Preschool	Our school offers a differentiated and adaptive curriculum for all pupils by planning for the needs of the children. We use resources tailored to the needs of pupils who require support to access the curriculum. 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. Our school uses a range of communication methods to ensure information is accessible. This includes:- - Internal signage - Large print resources - Pictorial or symbolic representations - Laptops - Apps and Software Review playground/field plans and implement zones during the Autumn term.
Medium Term	Staff with disability interviews to ensure fully supported in workplace.	

	Quotes will be obtained for a ramp to the front entrance. Accessible button to automatically open door.	New pathways and ramps will enable greater access across the site for those with physical disabilities
Long Term	Incorporate visual component to evacuation. and emergency alarm system for hearing impaired. Building a disabled access toilet on site.	School is made more accessible to hearing impaired children and adults. School is more accessible to wheelchair users.