

# Accessibility plan



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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Danebury school recognises the right of every student to be offered an appropriate education and aspires to ensure that, through the implementation of a whole school approach to special educational needs and disabilities (SEND), each student can reach their full potential, grow in independence and to support successful transition into adulthood whether into employment, further or higher education or training. All members of staff at Danebury school, in conjunction with trustees and local authority have a responsibility to promote that all pupils are of equal worth and should have an entitlement to equal opportunities. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Danebury school is part of the HISP (Hampshire, Isle of Wight, Southampton and Portsmouth) Multi Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

| AIM  | CURRENT GOOD PRACTICE  | OBJECTIVES  | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE  | DATE TO COMPLETE ACTIONS BY   | SUCCESS CRITERIA   |
|--|--|---|--|---|---|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school is developing an adapted teaching approach for all pupils.</li> <li>• We are developing the use of resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• In most subjects, the Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul> | SEND provision to be underpinned by adaptive teaching (teaching which is adapted to meet the needs of majority of students, including those with SEND) as the first and initial layer of support and provision in accessing the curriculum. | <p>Ongoing professional learning programme for all teachers, LSAs and pastoral support staff.</p> <p>Progress data reviews for all year groups</p> <p>Curriculum reviews at key points within the year</p> | <p>SENDCo, Teaching and Learning lead, Headteacher</p> <p>Middle leaders and Deputy headteacher</p> <p>Middle leaders</p> | <p>As stated in the CPD calendar</p> <p>As stated in the school calendar</p> <p>Annually and as needed (on-going)</p> | <p>Increased access to the curriculum. Needs of all learners, including those with disability are met within reasonable adjustments and adaptations.</p> <p>Learning walks / Lesson observations show that all children (including those with a disability) make good progress.</p> <p>Pupil voice share a positive experience of the curriculum and feel their needs are adapted for.</p> |

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|---|---|---|---|--|-----------------------------|---|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Ensure possible adjustments are made for pupils who cannot access upstairs floors.</li> <li>• Most stairways have handrails and step edges are well-defined.</li> <li>• Reception is fully accessible for guests, pupils and staff. There are “push buttons” for access</li> </ul> | To maintain and improve the physical environment for all pupils with disabilities, considering the physical needs of all pupils within the environment in all programs of renewal, maintenance and rebuild. | <p>Ensure any new-build is compliant and meets needs of all learners.</p> <p>Maintain helpful, dry / shaded outdoor spaces (canopy) for children to use at break and lunch time.</p> <p>Ensure maintenance of existing facilities, signage and equipment.</p> <p>Ensure maintenance of site supports safety of all pupils, staff and visitors (e.g., wet leaves cleared from steps and walk-ways)</p> | Site manager, Business manager and headteacher | As appropriate              | Facilities are maintained for accessibility for pupil, staff and visitors |

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|--|---|--|---|---|---|--|
| Improve the delivery of information to pupils, staff, parents and visitors with a disability | <p>Our school is developing a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• School website</li> <li>• School social media</li> <li>• Read&amp;write software</li> <li>• Electronic letters</li> <li>• Option for hard copy letters to be produced</li> <li>• Class Charts</li> </ul> | To strive to ensure that all communication is accessible for pupils, staff, parents and visitors through adaptations and alternative offerings | <p>Administrative team to make large print resources or hard copy of communications available on request.</p> <p>Utilise accessibility features to ensure website is fully accessible to all users.</p> <p>Make all visitors aware of emergency evacuation procedures and security considerations when on the school site via the sign in system.</p> <p>Include pictorial representations on school signs to indicate subject alongside text</p> | <p>Business manager (and administration team)</p> <p>Business manager and social media lead</p> <p>School reception team</p> <p>Site manager / business manager</p> | <p>As needed</p> <p>24-25 academic year</p> <p>On-going</p> <p>24-26 academic years</p> | <p>Higher % of parental engagement at events in school and with Class Charts</p> <p>Parent voice have a positive experience of communication and feel well communicated with by the school</p> |

## 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo.

It will be approved by the governing board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equalities policy
- Special educational needs and disability (SEND) information report
- Special educational needs and disability (SEND) policy
- Children with medical needs policy