



ACCESSIBILITY POLICY

2025

Approved by: Governing Board

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1. Introduction

1.1 Aims

St. Edmund's CofE Primary & Nursery School is committed to ensuring that all pupils, staff, parents and visitors are treated with dignity, respect and fairness, and are able to participate fully in school life.

Under the Equality Act 2010, the school has a duty to plan proactively to improve accessibility for pupils with disabilities. This Accessibility Plan sets out how the school will:

- 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
- Improve the availability of accessible information to pupils with disabilities

Our Christian ethos places human flourishing at the centre of our work. We believe that every child is uniquely created, valued and capable of growth. Inclusion at St. Edmund's is not an add-on but a core principle that shapes curriculum design, teaching practice, pastoral care and leadership decision-making.

The plan supports the school's wider commitment to:

- Adaptive teaching and inclusive pedagogy
- Early identification and graduated response for SEND
- Partnership with families, external professionals and the local authority

This plan is published on the school website. Paper copies are available on request. Accessibility concerns can be raised through the school's complaints procedure.

The development of this plan has involved leaders, staff and governors, and is informed by pupil needs, parental feedback and professional advice.



1.2 Legislation & Guidance:

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and follows Department for Education guidance on accessibility planning.

A person is considered disabled under the Equality Act 2010 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.

Schools are required to make reasonable adjustments to avoid pupils with disabilities being placed at a substantial disadvantage. This includes adjustments to teaching, provision of auxiliary aids, and adaptations to the physical environment where reasonable.

This plan should be read alongside:

- The SEND Code of Practice (2015)
- The school's SEND Policy and SEND Information Report
- Equality Information and Objectives



2. Action Plan:

Aim 1: Increase access to the curriculum for pupils with disabilities				
Current Good Practice	Objectives	Actions	Responsibility & Timescale	Success Criteria
<p>St. Edmund's delivers a broad and balanced curriculum designed around inclusive principles. Teaching is underpinned by adaptive strategies that allow pupils to access learning in different ways. Staff use formative assessment, scaffolding, visual supports, and assistive technology where appropriate. Curriculum progress is tracked for all pupils, including those with SEND and disabilities.</p> <p>Staff are trained in inclusive practice, behaviour regulation, and emotional wellbeing approaches, including trauma-informed and relational strategies.</p>	<ul style="list-style-type: none"> Ensure curriculum planning consistently anticipates barriers to learning Strengthen staff confidence in adapting provision for pupils with complex needs Maintain high ambition for all pupils, including those with disabilities 	<ul style="list-style-type: none"> Continue to embed adaptive teaching strategies across all subjects Review curriculum resources to ensure representation and accessibility Provide targeted CPD for staff linked to pupil need and emerging best practice Monitor progress and participation of pupils with disabilities through pupil progress meetings 	<p>Headteacher, SENDCo, Subject Leaders</p> <p>Timescale</p> <p>Ongoing (2025–2028)</p>	<ul style="list-style-type: none"> Pupils with disabilities make strong progress from their starting points Lesson observations and work scrutiny show effective adaptation Pupils report positive experiences of learning and inclusion

Aim 2: Improve and maintain access to the physical environment



Current Good Practice	Objectives	Actions	Responsibility & Timescale	Success Criteria
<p>The school site is reviewed regularly to ensure it remains safe and accessible.</p> <p>Reasonable adjustments are made to support individual pupils, including classroom layout adaptations and use of specialist equipment where required.</p>	<ul style="list-style-type: none"> Ensure the physical environment does not create unnecessary barriers Plan proactively for future accessibility needs 	<ul style="list-style-type: none"> Conduct regular site accessibility reviews as part of health and safety checks Liaise with the local authority regarding any significant adaptations Ensure evacuation and risk assessment planning considers accessibility needs Factor accessibility into any future refurbishment or site development 	<p>Responsibility</p> <p>Headteacher, School Business Manager, Governing Board</p> <p>Timescale</p> <p>Ongoing, with formal review annually</p>	<ul style="list-style-type: none"> Pupils with disabilities can move safely and confidently around the site Reasonable adjustments are implemented promptly when needs arise Accessibility considerations are evidenced in risk assessments



Aim 3: Improve the delivery of information to pupils with disabilities

Current Good Practice	Objectives	Actions	Responsibility & Timescale	Success Criteria
<p>Information is shared with pupils and families using clear, accessible language. Staff use visual timetables, symbols, and alternative formats to support understanding.</p> <p>Communication with families is responsive and tailored to need.</p>	<ul style="list-style-type: none"> Ensure information is accessible to all pupils, regardless of need Strengthen consistency in the use of accessible communication strategies 	<ul style="list-style-type: none"> Continue to use visual and multi-sensory communication approaches Provide alternative formats where required (e.g. enlarged print, simplified language) Review signage and displays to ensure clarity and accessibility Seek advice from specialist services when appropriate 	<p>Responsibility SENDCo, Class Teachers, SLT</p> <p>Timescale Ongoing</p>	<ul style="list-style-type: none"> Pupils demonstrate understanding of routines and expectations Parents report clear and accessible communication Staff consistently use agreed communication strategies



3. Monitoring arrangements

This Accessibility Plan will be reviewed every three years, or sooner if significant changes occur in the school's context or pupil needs.

Monitoring will be carried out by the Headteacher and SENDCo, with oversight from the Governing Board. Progress against actions will inform wider school improvement planning.

4. Links with other policies

This Accessibility Plan should be read in conjunction with:

- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

5. 'Sixcess' Christian Value Links

At St. Edmund's CofE Primary & Nursery School, our Accessibility Plan is rooted in our core values, which guide how we remove barriers to learning, participation and belonging.

5.1 **Respect:**

We recognise and value the dignity of every child as an individual. Accessibility planning ensures that pupils with disabilities are respected through inclusive classroom practice, thoughtful adaptations and language that affirms difference rather than deficit. Respect means listening carefully to pupils and families and responding to their needs with professionalism and care.

5.2 **Responsibility:**

As a school community, we take responsibility for anticipating and reducing barriers rather than reacting after difficulties arise. Leaders, staff and governors share accountability for ensuring that reasonable adjustments are made and that accessibility is considered in curriculum planning, risk assessment and site management.



5.3 Compassion:

Compassion shapes how we understand and respond to pupils' lived experiences. Accessibility at St. Edmund's is underpinned by empathy, patience and relational approaches, recognising that pupils with disabilities may experience challenges that are not always visible. Support is provided in a way that maintains dignity and promotes emotional wellbeing.

5.4 Perseverance:

We hold high expectations for all pupils. Perseverance means we do not lower ambition because a child has a disability; instead, we adapt teaching, provide appropriate support and remain committed to helping every pupil make progress from their starting point.

5.5 Truth and Trust:

Open and honest communication with pupils, parents and carers is essential. Accessibility planning is based on accurate identification of need, transparent decision-making and realistic planning. By working in partnership with families and external professionals, we build trust and ensure that support is well-understood and effective.

5.6 Justice and Forgiveness:

We are committed to fairness and equity, recognising that equality does not always mean treating everyone the same. Reasonable adjustments are made to ensure pupils with disabilities are not disadvantaged. When challenges arise, we respond with understanding and a focus on learning, growth and restoration rather than blame.