Accessibility Plan

June 2025

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of Change
June 2025	All	First introduction to UST style policy

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1. Introduction

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all students for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all students for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive, non-discriminatory behaviour
- Ensuring appropriate support for individuals with disabilities within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of diversity within our curriculum and school community
- Encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our students and staff.

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.

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2. Definition of Disability

The Equality Act 2010 defines an individual as disabled if:

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

3. Links to Legislation and Guidance Documents

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. Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA.

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.

4. Purpose of the Plan

Schools are required under the Equality Act 2010 to have an accessibility plan and the purpose of the plan is to show how Sir William Burrough intends, over time, 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

The school's Special Educational Needs and Disabilities policy ensures that staff identify, assess and arrange suitable provision for students with special educational needs and / or disabilities. Working

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alongside professionals including the local authority, Educational Psychologists, Speech and Language Therapists, the Executive Headteacher ensures that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

The Accessibility plan and the Special Educational Needs and Disabilities policy will be made available online on the school website, and paper copies are available upon request.

5. Roles and Responsibilities

Trust Board

The Trust board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the Executive Headteacher/Headteacher and staff members.

Executive Headteacher and Senior Leadership Team

- Executive Headteacher
- Senior Deputy Headteacher
- Deputy Headteacher
- Pastoral Lead
- SENDCO
- Operations Manager - Estate, Facilities and IT.

The above staff will have overall responsibility for the strategic development and implementation of the Accessibility plan.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Knowing the needs of the students in their class
- Working closely with Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

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- Working with the SENDCo to review each students' progress and development and decide on any changes to provision
- Ensuring they follow this Accessibility plan.

6. Accessibility Plan 2025 - 2026

Aim	Current Good Practice	Objectives	Actions to be taken	People	Time-frame	Success Criteria – impact on achievement
Increase access to the curriculum for pupils with a disability	• A new curriculum has been implemented to allow for a broad and balanced curriculum • Teachers adapt the curriculum where needed to meet the needs of pupils who require support to access the curriculum • We use resources tailored to the needs of pupils who require support to access the curriculum • Lessons are quality assured and feedback given to teachers • We work with professionals such as the Learning Advisory Service, Teachers of the Deaf and the Visual Impairment Team to support children with additional needs access the curriculum	• Medium term plans and schemes of work are written and reviewed to ensure suitable adaptations and challenge for diverse learning needs • The curriculum will be accessible for all learners and taught thoughtfully using a range of adaptations as part of quality first teaching and	• Schemes of work to be written with diverse learning needs in mind, considering the suitability for appropriate adaptations and challenge • Teachers and curriculum leaders to plan for diverse learning needs • Teaching staff to continue to receive training around adaptative planning and teaching	SLT Curriculum Leads Teachers	On-going	Increased progress for all pupils using personal, SMART targets

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	• A range of diversity is represented within our curriculum	• A wide range of diversity is consistently represented within our curriculum	• Schemes of work to be written considering how diversity is appropriately represented	SLT Curriculum leaders	On-going	The children will see a wide range of diversity in their lessons and extra-curricular activities and understand diversity is to be celebrated
	• For children not working in subject-specific study, we offer an individualised, sensory based learning environment in our Discoverers Unit	• A robust, long-term curriculum will be designed and written for our Discoverers Unit that prioritises and promotes engagement and links with our current curriculum offer and is suitable for diverse learning needs	• The SENDCO to receive appropriate training and guidance to design the curriculum, from Phoenix Outreach and other professionals • The SENDCO to explore and research other curriculum offers in other schools	SENDCO	By the end of 2026	The children who access the Discoverers unit will make suitable levels of progress in all areas of the engagement model, reading, writing and maths, in their communication and interaction and understanding of the world
Improve and maintain access to the physical environment	• Our classrooms are large and spacious • The ground floor is mostly wheelchair accessible, but the classrooms from year 1 upwards are only accessible by stairs • Our Early Years Classrooms are wheelchair accessible	• To ensure any child with a physical disability who can use stairs have appropriate support to do so safely and comfortably.	• Continued planning with external professionals for individual children's needs • Internal risk assessments to assess the risk	SENDCO	On-going	More children with physical disabilities will be able to access more areas of the school safely

	• We liaise with professionals such as the Learning Advisory Service, Teachers of the Deaf, the Visual Impairment Team, physiotherapists and occupational therapists for support					
	• Our playgrounds are large and spacious, with open spaces to easily move around	• For the playgrounds to been more accessible to children with additional needs, especially those with physical disabilities	• Careful planning alongside with premises personnel	SLT SENDCO Premises team Finance team	On-going	Children with additional needs and physical disabilities will have access to more equipment in the playground
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	• To have a range of communication methods to suit a range of needs, e.g., communication methods for visually impaired students	• Speak to relevant professionals for advice regarding accessible communication methods	SENDCO	On-going	Children with additional needs will be able to understand information when it is presented to them

7. 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 Executive Headteacher, Governing Body, SEND Governor and the SENDCO. It will be approved by members of the Governing Board, including the Executive Headteacher.

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8. Key Members of Staff Referenced

Role	Name
Executive Headteacher	Siobhan Fehim
Senior Deputy Headteacher	David Hodges
Deputy Headteacher	Karyce Maitland
SENDCo	Debbie Silvester
Pastoral Lead	David Ash
Operations Manager - Estates, Facilities and IT	Monique Jamera

9. Links to Legislation and Guidance Documents

The Equality Act (2010) https://www.legislation.gov.uk/ukpga/2010/15/contents
The Equality Act (2010) Guidance https://www.gov.uk/guidance/equality-act-2010-guidance
The SEND Code of Practice (2014) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

10. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

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