



Accessibility Plan

We are 'seeds sown in the good soil'
(Matthew 13:23)

Adopted:

Approved by Governors:

Review date:

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

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.

At Orford CofE Primary School and Nursery we recognise everyone in our community as special and unique. As a caring Christian community, we endeavour to celebrate differences and meet varying needs so that all members of our school can learn and achieve their potential. We aim to:

- Maintain and promote a working partnership between the school, parents, and community which fosters respect, honesty, truth, cooperation, and tolerance;
- Help the children understand the world in which they live, have mutual respect for the values of others and work together as a team;
- To ensure that everyone, whatever their needs and capabilities, is included;
- To value each individual and recognise and respond to the needs of all children.

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 is 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with the Tilian Trust funding agreement and articles of association.

Priority	Action Required	Success Criteria	Resources	Timescale	Lead Person (s)	Review Arrangements and Date
1. Increase access to the curriculum for all pupils, including those with additional needs and disabilities	Offer an adapted curriculum for all pupils.	Whole school topic focus	Staffing budget	Ongoing	MH	FGB termly -
	Use resources tailored to the needs of pupils who require support to access the curriculum.	Use of bespoke worksheets, task cards, planning sheets, and additional manipulatives.	£300	Ongoing	CTs	SEND Governor - Termly
	Learning environments to offer engaging and creative learning spaces	Immersive spaces to include engaging, inspiring working spaces with an emphasis on pupil choice. Careful choice of display boards.	Resources budget	Yearly	CTs	SGC Termly -
	Track curriculum progress for all pupils, including those with additional needs and disabilities.	PiRA (reading), PUMA (maths) & Oxford Reading Scales (writing) used to assess, plan, implement, monitor and evaluate the impact of teaching and learning	Head office recharge costs / staff meetings	Ongoing	MH	SGC Termly -
	Set effective and appropriate targets for pupils with additional needs.	Personalised Learning Plans used to assess, plan, do and review.	CTs & SENDCo	Ongoing	MH and CTs	SEND Governor - Termly
	Review the curriculum to ensure it meets the needs of all pupils.	A cycle of curriculum events is continually assessed, planned for, implemented, monitored and evaluated to ensure curriculum breadth and depth	SLT	Ongoing	MH & AB	SGC annually -
2. Maintain wheelchair access to the accessible toilet	The environment is adapted to the needs of pupils as required, including: <ul style="list-style-type: none"> ● Handrails to enable secure seating; ● Adequate space provided for wheelchair access; ● Storing of toileting resources; ● Redecoration and repair work to cupboards. 	Facilities cleared of any debris or storage boxes, area cleaned, tidied and maintained so the area remains accessible.	Cleaning / maintenance time	Summer 2025	MH	Health & Safety Governor

4. Monitoring arrangements

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

It will be approved by the Governing Body.

5. Links with Other Policies

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

- [Health and Safety Policy](#);
- [Equality & Diversity Policy](#);
- [Special Educational Needs \(SEN\) Policy](#);
- [Supporting Pupils with Medical Conditions Policy](#).