



Accessibility Plan

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What are our Ethos, Values, Vision and Aims?

At Abbey Gates, we aim for everyone who is part of our school community to feel a strong sense of belonging so that everyone feels valued, respected and represented. We are all striving to be our personal best and encourage everyone to aim high and be kind. We have a whole school approach to accessibility and inclusion. It is the responsibility of all staff and governors to remove barriers to participation, teaching and learning. We treat everyone with kindness and respect and ensure that our curriculum, environment and information are accessible to all, without discrimination.

What is an accessibility plan?

An accessibility plan is a statutory document which schools must have in place to show how they are improving accessibility to the curriculum, environment and information for all pupils.

What is the intent of the accessibility plan?

The intent of the accessibility plan is to; increase the extent to which all pupils can participate in the curriculum, improve the physical environment to enable all pupils to take better advantage of the education, benefits, facilities and services we provide and improve the availability of accessible information to all pupils and their families.

What is the purpose of the accessibility plan?

The purpose of the plan is to set out how priorities to remove barriers and increase access to teaching and learning for all pupils by developing the curriculum, improving the environment and effectively sharing information, will be addressed. Priorities include:

- Provide training to all staff to improve teaching and learning so that it is excellent adaptive and accessible for all, in mixed ability inclusive classes
- Ensure that all pupils have access to wider curriculum opportunities
- Provide safe access throughout the physical environment of the school for all
- Ensure that teaching and learning environments and resources are suitable for all
- Involve children and families in decisions that are made about them
- Provide information so that it can be accessed using preferred communication

Which legislation informs the accessibility plan?

Improved access benefits everyone, although the Equality Act (2010) states that schools and LAs need to carry out accessibility planning for disabled pupils. 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 an auxiliary aid or adjustments to premises. It is a requirement that this plan is resourced, implemented, reviewed and revised as necessary.

What are our access arrangements?

We fulfil our duty to draw up a suitable Access Plan which sets out our intentions to safeguard, promote and improve fair access to school and learning for all pupils. This plan is reviewed and updated at least every three years and is available for inspection. Our Access Plan provides information about how we promote inclusion and respect. It sets out how we continually strive to improve access to the physical environment, access to the curriculum

and access to information. The design of our bespoke, broad and balanced curriculum is inclusive so that all children have access to learning through Quality First Teaching (QFT), reasonable adjustments, support and well-evidenced, well-matched interventions. Every effort is made to educate children with their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult the child and the child's parents for other flexible arrangements to be made. The plan is available and can be accessed online on the school website. Paper copies are also available upon request. 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.

Who is responsible for implementing the accessibility plan?

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school. At Abbey Gates we are committed to ensuring that all 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. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Governors

Priorities	Strategy/Action	Timescale	Success Criteria
1.) Improve access to the curriculum			
Provide training to all staff to improve teaching and learning so that it is excellent and accessible for all, in mixed ability inclusive classes	<ul style="list-style-type: none"> Develop a programme of CPD to increase confidence of all staff in making adaptations and reasonable adjustments to provision. Develop a programme of CPD to improve staff knowledge and expertise to support inclusivity. Use assistive technology to support reading and writing. 	Ongoing and as required	<ul style="list-style-type: none"> Increased staff confidence and better participation and outcomes for pupils. All current pupils' and prospective pupils' needs can be met. All pupils can access the English curriculum and record their learning.
Ensure that all pupils have access to wider curriculum opportunities where safe and appropriate.	<ul style="list-style-type: none"> Follow guidance to make visits and trips accessible. Access advice and support from external providers as appropriate. 	Ongoing and as required	<ul style="list-style-type: none"> All pupils are included in all opportunities as appropriate. All pupils have access to a broad and balanced curriculum.
2.) Improve access to the environment			
Provide safe access throughout the physical environment of the school for all, irrespective of any disabilities	<ul style="list-style-type: none"> Review the school site and identify potential barriers for physical inclusion. Ask pupils, staff, governors and parents about their access needs and meet as appropriate. Create access plans for individual disabled pupils when required. Create Personal Emergency Evacuation Plans (PEEPs) for all pupils where evacuation may be a challenge. 	Review each term At initial recruitment or enrolment then ongoing As required	<ul style="list-style-type: none"> Barriers are identified and removed. Everyone can safely access the school environment. Access plans are in place as required. PEEPs are in place as required.
Ensure that teaching and learning environments and resources are suitable for all and are adapted for specific requirements	<ul style="list-style-type: none"> Audit classroom environments using QFT document as well as AFT framework and other guidelines. Resources are sourced and provided to meet personalised needs. 	Review each term Ongoing and as required	<ul style="list-style-type: none"> Classroom environments are effective and support teaching and learning. Children have access to resources they need to meet their personal needs.
3.) Improve access to information			
Involve children and families in decisions that are made about them	<ul style="list-style-type: none"> Staff to offer support to parents to access and provide information. Education Health Care Plans reviewed annually, and Pupil Profiles reviewed termly. Health Care Plans reviewed as required. 	Ongoing and as required Annually and Termly As required otherwise annually	<ul style="list-style-type: none"> Parents can access and provide information. Provision and targets are effective to meet needs. Children's needs are being met.
Provide information so that it can be accessed.	<ul style="list-style-type: none"> Information is provided clearly using preferred communication such as Braille, audio tape, large print and orally Information report updated annually on the website and shared to the Local Offer Annually. 	As required Annually	<ul style="list-style-type: none"> Information is provided in a format that can be accessed by all so that everyone has access to key school information. All stakeholders have access to key school information.