Accessibility plan

Holy Trinity Pewley School

Approved by:	Children and Learning Committee	**Date:**	June 2026
Last reviewed on:	June 2026		
Next review due by:	June 2029		

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1. Aims

Holy Trinity Pewley Down School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Our school values underpin this focus with “everyone knowing that they are treasured and loved as a unique child of God.” We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

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/carers, 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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• High-quality adaptive teaching using scaffolding and flexible grouping • EEF 'Five-a-day' principles embedded in lessons • Ordinarily Available Provision used to guide teaching • Wave 1–3 provision and targeted interventions • Strong TA deployment and training • Tracking of individuals' progress against learning plan targets on a termly basis with class teacher and SENDCo	**Short:** Ensure all lessons are accessible through appropriate adaptation **Medium:** Strengthen staff confidence in adaptive teaching and SEND provision **Long:** Embed consistently inclusive practice across all classrooms	• Deliver ongoing CPD for staff on adaptive teaching and SEND • Embed use of scaffolds, visuals and assistive technology • Ensure TAs are included in planning and effectively deployed • Monitor provision and progress through INSIGHT and learning walks, and termly progress review meetings with year teams • Review SEND register and provision mapping termly	SENDCo (LH), SLT, Teachers, Inclusion Lead	Ongoing – reviewed termly	Pupils with SEND access the full curriculum and make progress Staff consistently adapt teaching effectively Provision is evident in planning and classroom practice

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Improve and maintain access to the physical environment	Reasonable adjustments are made to the environment and provision: • Use of sensory and physical supports (e.g. movement breaks, wobble cushions, flexible seating) • Access to calm and reflective spaces to support wellbeing The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Adjustable seating and appropriate classroom furniture • Ramps and step-free access where required • Lift access between levels (where applicable) • Sufficient corridor width for wheelchair access • Accessible toilets • Resources positioned at wheelchair-accessible height	**Short:** Ensure all pupils can access classrooms and shared spaces safely **Medium:** Develop consistency in environmental and sensory adaptations across both sites **Long:** Maintain a fully accessible environment that anticipates and removes barriers to participation	• Conduct regular accessibility audits of indoor and outdoor environments • Ensure appropriate equipment and adaptations are in place and maintained • Adapt classroom layouts to meet individual needs • Liaise with external agencies for specialist equipment/advice • Plan proactively for future accessibility needs (e.g. increasing physical needs)	SENDCo, SLT, Site Manager	Annual audit + ongoing review	Pupils can access all areas of the school independently where possible Physical and sensory needs are consistently met The environment is inclusive, safe and responsive to individual needs Parents/carers report confidence in accessibility arrangements

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Improve the delivery of information	Our school uses a range of communication methods with pupils to make sure information is accessible. This includes: • Use of visual timetables, task boards and adapted communication supports to aid understanding • Large print resources where required Our school uses a range of communication methods with parents/carers to make sure information is accessible. This includes: • Clear internal signage around the school Strong home–school communication systems (meetings, email, Tapestry (infants) journals (Y6), newsletters, JTLYK pages on website) • Information provided in alternative formats where required • Information shared in digital, audio or video formats where required	**Short:** Ensure pupils understand instructions and can access learning independently **Medium:** Improve consistency in the use of accessible communication strategies across all classes **Long:** Embed a fully inclusive and flexible communication approach for pupils and families	• Embed consistent use of visuals, simplified language and pre-teaching in all classrooms • Provide information in alternative formats (visual, translated, audio/video where appropriate) • Deliver staff training on communication needs (e.g. speech and language, EAL) • Monitor effectiveness through pupil voice and parent/carer feedback	SENDCo, Teachers, SLT	Ongoing – reviewed termly	Pupils demonstrate improved understanding and independence in learning Communication is consistently clear and accessible across the school Parents/carers report that information is accessible and easy to understand

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	• Strong pastoral support through HSLW (Lucy Cray) and mental health leads (Lilja Helgadotttir and Lucy Cray) • Close relationships with families and external services • Inclusive ethos focusing on wellbeing and belonging	**Short:** Identify young carers and provide early support **Medium:** Strengthen communication and wraparound support **Long:** Ensure sustained wellbeing and equal access to education	• Identify young carers through pastoral systems and communication with families • Provide targeted support via HSLW/ELSA - Offer flexibility in expectations where needed • Signpost families to external support services • Review support regularly with families	SENDCo (LH), HSLW, SLT	Ongoing – reviewed termly	Young carers feel supported and included Improved wellbeing and engagement Families report effective support

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 Headteacher.

It will be approved by [the governing board/committee name/governor name/the headteacher].

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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