




'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

Responsibility, Respect and Friendship

ACCESSIBILITY PLAN

Policy Lead Committee:	Board of Trustees	In consultation with:	Senior Leadership Team/ Local Academy Committee
Approved by:	 L. Davies, Chair of Trustees	Date:	9th December 2025
Policy Date:	Autumn Term 2 2025	Review Date:	Autumn Term 2 2028
Review Frequency:	3 Years		



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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.

We are committed to giving all pupils every opportunity to succeed and to achieve the highest possible standards. We offer a broad and balanced curriculum which is ambitious for all. The progress, achievements, attitudes and wellbeing of every child matters.

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.

The Severn Federation Academy Trust'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. www.sfat.uk/policies

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Local Academy Committee members.

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



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

This policy complies with our funding agreement and articles of association.

3. Monitoring

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 and SENCO.

It will be approved by the Local Academy Committee.

4. Links with Other Policies

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

- Individual Risk Assessments
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

5. Rangeworthy School Access Plan

Target	Current Good Practice	Actions to be Taken	Timescale & Responsibility	Success Criteria
Increase access to the curriculum for pupils with additional needs	<p>Staff have received a range of training, e.g. dyslexia. Support is accessed through specialist services, such as Inclusion Support, Educational Psychologist, Speech and Language Therapist.</p> <p>Reasonable adjustments are made to support children with additional needs, e.g. use of IT tools such as Wigit; match of learning to need through detailed support plans.</p> <p>A range of practical resources and scaffolds are available in every class room.</p>	Further embed the use of IT tools, e.g. Wigit.	Term 2, CW	<p>Children with SEND make expected or better than expected progress from starting points.</p> <p>Attendance of children with SEND is in line with or better than for all children.</p> <p>Staff show and apply increased knowledge and confidence in support children with high needs.</p> <p>Parents/carers are well equipped to support learning effectively</p>
		Provide further training and support to strengthen quality of SEND provision plans which are well matched to need.	Term 2, CW	
		Staff to attend further high-quality training which matches the needs of children being supported, e.g. speech & language; autism.	Term 4, CW	
		Work with families to identify barriers to attendance and improve	Term 2, MR	



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	Movement breaks are incorporated into daily provision.	access by reducing absences in school. Carry out regular workshops for parents/carers to develop confidence in access to early reading	Term 2, SC	
Improve and maintain access to the physical environment	There is step free access to the school grounds through a wide accessible gate. The older part of the school building is easily accessible with step-free access. Classrooms are level with corridors. There is a disabled toilet available. Classrooms can be reshuffled to ensure wheelchair access for all.	Identify further opportunities to provide wheelchair / step-free access to all parts of the school building, including Elliot building and through fire escapes from the hall. Liaise with council over disabled parking spaces outside school gates.	Term 6, MR Term 2, MR	All areas of the school are increasingly accessible to all.
Improve the delivery of communication / information to pupils and parents.	Website includes statement to request information in accessible forms. Regular newsletters are emailed to all families and displayed on the noticeboard. Adjustments are made for families who need support to access information through reading and writing; phone calls are made and support is provided for the completion of forms.	Review current needs of parent community and whether other support is needed. Develop child friendly versions of safeguarding policies, including anti-bullying.	Term 4, MR Term 2, MR	All members of the school community are able to access information they need in a timely manner.

6. Accessibility Audit

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete Actions by
Corridor Access	Wide access in main building	N/A	N/A	N/A
Parking Bays	Limited parking is available outside the school grounds	Liaise with council over painting a disabled bay	MR	Term 4
Entrance	Limited access due to steps	Staff member to greet at bottom of steps	All	Ongoing



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Internal Signage	Clear and easy to read	N/A	N/A	N/A
Emergency escape routes	Fire exits in hall and Eliot building are not step-free	Use step free access where required. Work towards installing ramps where possible	MR	Term 6

This policy is available on the school website: [Rangeworthy Primary School Policies](#)

Paper copies are available from the School Office