

Appendix C

Accessibility Plan 2026-2027

DfE guidance makes it clear that the Equality Act 2010 replicated the duties which existed under the Disability Discrimination Act for governing bodies to carry out accessibility planning. For education centres this responsibility sits with the Local Authority not the management committee. Governing bodies must implement plans which are aimed at

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery of such information must be within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents.

Our plan is therefore as follows:

Objective	Actions	Monitoring	Success Criteria
CROSS REF STRATEGIC PLAN SECTION 3. Further enhance the quality of shared areas so that they are calm and welcoming spaces.	Zone, label and soften the community room into a welcoming learning, meeting and after school relaxing space. Repurpose Rabbit snug area into a welcoming intervention space. Engage with MHST team to provide whole school mental health and well-being strategies as well as individual care plans.	HT and SENCO – pupil interviews- Dec HT and SENCO- informal learning walks to monitor use HT and SENCO ongoing monitoring of cases and impact	Inclusivity permeates all aspects of school life including the playground, corridors and lunch hall. Attendance is high (96.5%+).
Improve car parking facilities.	Remark the car park so that access area are clear.	Headteacher to monitor work and finished product.	Disabled users have a clear and safe space in which to exit their cars that is near to the school.

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