Thinking Schools Academy Trust "Transforming Life Chances"

Penbridge Schools

Accessibility Plan

This policy was adopted in May 2025
This policy will be reviewed in May 2028

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.

The plan will be made available online on the school website, 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, this procedure sets out the process for raising these concerns.

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 an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Plan

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria

Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set and are appropriate for pupils with additional needs. We have good transition processes in place & liaise well with feeder settings, parents & external agencies to ensure resources and equipment meet the needs of pupils & enable them to access the curriculum.	Ensure staff have available necessary resources and can select these to ably support pupils.	Ensure resources and equipment meet the physical needs of our pupils so that all pupils can access the curriculum.	SENCo with Subject Leads	On-going	Subject Leaders ensure policies and practise is inclusive. Monitored through observations, planning, book looks & pupil assessment.
		Increase staff confidence in differentiating the curriculum.	Compile & track staff CPD and training needs & begin a cycle of training.	SENCo with Office Manager	On-going	Raised confidence in strategies for differentiation & increased pupil participation.
		Ensure staff have specific training on disability issues.	Staff undertake self-evaluation to ascertain training needs. Awareness training is undertaken by all staff as a regular cycle.	SENCo with Office Manager	On-going	All staff have a strong understanding of challenges and issues that may be faced by families
		Ensure children's awareness of disability is taught effectively.	Review PSHE curriculum inc. resources & provide opportunities for children to meet people with a variety of disabilities.	PSHE Lead	ongoing	Children have a deeper understanding & empathy of the challenges faced by children & adults with a disability.

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required: - Ramp in to the Penhale building. -Access to the front reception desk	The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	Ensure access to the building is maintained for all pupils and visitors.	HT, Site Manager and AAB	On-going	No pupil or visitor is excluded from taking part in any activity due to lack of physical access.
		Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering redesign or re-layout	HT, Site Manager and AAB	When improvements take place	Any re-designs are accessible by all
		Provide a hearing loop	Liaise with SIS for requirements and budget for improvement.	SENCo with HT and Site Manager	July 2023	Hearing Loop installed
		Clear markings for visually impaired	Liaise with SIS for requirements & include in new playground plans.	HT and Site Manager	When improvements take place	Markings in place
		Upgrade disabled access toilets including EYs area.	Liaise with LA re: requirements & budget for refurbishment.	HT and Site Manager	When improvements take place	Upgraded toilets installed
		Improvements in the provision of information in a range of formats for disabled pupils and families	Ensure availability of written materials can be accessed in alternative forms.	Office Manager, Admin Officer & EAL Lead	~~July 2024~~ ongoing	The school provides alternative formats when necessary. ICT is

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure	Review information to parents/carers to ensure it is accessible	Provide information in a variety of formats, including 'child-friendly'	SENCO and Area Leads	~~July 2023~~ ongoing	used accessible, including whiteboards.
	information is accessible. This includes: -Internal signage -Large print resources - Pictorial or symbolic representations	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print with a visual impairment or coloured paper/book for dyslexic			Writing accessible for all
		To ensure the school becomes aware of the needs/disabilities of pupils and parents as soon as possible and caters for them	Liaise closely with parents and LA SEND team to be clear about pupils' needs. Develop positive relationship			Procedures, equipment, resources, support in place to meet needs
		To review documentation on our school website to check form accessibility for parents with English as an additional language	Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Use EMAS as necessary. Include links and visual representation where necessary	HT, SLT, EMAS, Thinking IT	~~July 2023~~ ongoing	School meets statutory requirements. Parents find the website useful and accessible
		To maintain and maximise the efficient use of the school's texting service	Seek feedback from parents about information they require. Ensure admin staff send texts well before events or as soon as possible	HT, admin and teaching team	On-going	Texting service provides good value for money

To provide 'parentfriendly' leaflets which communicate school policies and procedures in an easily accessible manner	Liaise with parent governors to gain their opinions and views of leaflets. Use their input for new ones. Send out leaflets regularly	HT, SLT and parent governors	On-going	Parents feel wellinformed

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It is approved by the RGB.

Links with other policies

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

- Health and safety policy
- Equality information and Objectives
- Special Educational Needs and (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				

Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				