

Applecroft School



Accessibility Plan

Person Responsible:	Assistant Headteacher
Review Cycle:	Annual
Date of Issue:	July 2025
Review Date:	July 2026

Accessibility Plan

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) 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 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We promote respect for difference and diversity in accordance with our school's shared values (see section 1 above)

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.

3) 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.

Accessibility Plan

Aim	Current Good Practice	Objective	Actions to be taken	Lead person	Date to be achieved	What would success look like?
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Quality first teaching for all children</p> <p>Teaching methods and resources tailored to meet the needs of children who need support to access the curriculum</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Improve use of technology as a way of supporting learning</p> <p>Increase use of visual to improve communication</p> <p>Ensure resources show representation and access is available to all</p>	<ul style="list-style-type: none"> • Further develop knowledge of how to utilise technology to support individuals • Support for staff to know what programmes/devices to use and how to best integrate them within teaching • Staff to be trained to use 'Widget' and other tools to help increase the use of visuals to support communication • Audit of current resources to make sure we have good representation and access for all learners • Develop opportunities to share good practice within the staff team • Increase pupil voice opportunities and use to explore children's views 	<p>Assistant Headteacher/ Computing Leads</p> <p>Assistant Headteacher</p> <p>Curriculum leads</p>	<p>Ongoing</p> <p>By end of Autumn Term 25/26</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Staff feel more confident in meeting the needs of all children. • Children with additional needs make progress from their individual starting points • Good range of representation across all curriculum subjects and resources accessible to everyone.

	<p>Options to come in through office or attend 'Good Morning Club' for those children who are not able to manage busy times in the playground and/or have anxiety about coming into school</p> <p>Nurture space open at lunchtimes</p>					
<p>Improve and maintain access to the physical environment</p>	<p>Building is accessible, with step-free access to all areas apart from staffroom and PPA room.</p> <p>Automatic door for main entrance</p> <p>Clear signs around school to direct people.</p> <p>Accessible toilet available with changing station</p>	<p>Maintain the accessibility of the school site</p>	<ul style="list-style-type: none"> • Review positioning of accessible parking space and repaint as necessary. Make sure that this is clearly signposted in school carpark. • Maintain the accessible toilet and changing facilities • Review, and repaint any step edges or hand rails to make sure they are visible (Bright yellow where possible) 	<p>Site Manager and Business & Finance Manager</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Children, staff and visitors have clear, safe access to all areas they use on the school site.

	Lockers used by children to keep corridor areas clear from clutter					
Improve the delivery of information for people with a disability	<p>Clear signage around the school</p> <p>Policies reflect inclusive practice</p> <p>Review meetings at least termly with families to ensure provision for children with additional needs is appropriate and effective</p> <p>Classroom displays are autism friendly and dyslexic friendly (clear, uncluttered, information easy to see and read)</p> <p>Classroom displays are autism friendly and dyslexic friendly (clear, uncluttered,</p>	<p>All information presented in the most accessible way</p> <p>Website accessible to all</p>	<ul style="list-style-type: none"> • Further explore the way slides are used in lessons and embed the use of appropriate backgrounds and fonts to keep information accessible • Development of new website to ensure maximum accessibility 	<p>Assistant Headteacher</p> <p>SLT/Business & Finance Manager</p>		<p>All staff, children, parents/carers and visitors are able to access all relevant information</p>

	<p>information easy to see and read)</p> <p>Resources and displays created to make sure information is clear and accessible</p> <p>Written communications can be sent out in large/different fonts, different colours or different formats as necessary</p>					
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This plan was reviewed and updated July 2025

It links in with the following policies:

- Special Educational Needs and Disabilities (SEND)
- Health and Safety
- Equality Information and Objectives
- Children with Health Needs.