Accessibility plan

Reed First School

Learning Together, Learning for Life

Approved by link Governor:	C Eeles	**Date:** 23.10.2024
Approved by Headteacher:	V Wittich	**Date:** 23.10.2024
Next review due by:	October 2025	
Signed:		
Next review due by:	October 2026	
Signed:		

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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 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:

Our vision:

Learning Together, Learning for Life

Our core values:

Independence
Resilience
Respect
Aspiration

Our mission:

We aim to be an inclusive school, a place where families are welcomed and involved as part of our community. Our children's experiences are memorable and take into account their individual needs, interests and aspirations. Staff encourage and model growing minds and celebrate those who independently seek challenge and show resilience as part of the learning journey. Pupils will become confident life-long learners who leave us ready for the next stage of their learning for life and a respect for everyone's future.

We work to achieve this by ensuring:

- A happy, welcoming and safe environment
- Engaging indoor and outdoor spaces
- Active and inspiring learning
- Teaching of a skills based curriculum
- Opportunities which are rich and varied
- We recognise each member of our school as an individual
- High aspirations for all pupils
- Use of therapeutic support and nurture
- We demonstrate pro-social behaviours
- We work in partnership with parents, governors and the wider community

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 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	OBJECTIVES	ACTIONS TO BE TAKEN INCLUDING RESOURCES	SUCCESS CRITERIA	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
To increase the extent to which disabled children and young people can participate in our school curriculum	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • All pupils take part in all lessons, activities linked to music, drama and PE through adaptations.	1. To further develop use of resources tailored to the individual needs of pupils to ensure high expectations are evident. 2. Teachers to remove barriers linked to individual pupil needs where these could impact children's ability to access that curriculum area. 3. To ensure all learning areas offer a well organised, safe and stimulating environment.	Teachers to make use of support plan SMART targets to ensure resources are identified and tailored to individual needs. All staff demonstrate clear responsibility for monitoring and developing learning environments to be inviting and accessible. Class environment audits as part of staff development.	All children access every curriculum area All learning areas feel and look calm and organised. All children and staff know where all resources are. There are clear learning areas.	Class teachers, SENCO All staff	June 2025 Jan 2025

Monitoring and evidence: Individual teachers and groups in staff meetings have been coached by the SENCo in ensuring targets are SMART and the process of implementing support plans to ensure they have an impact.

November 2024 – Monitoring of provision and lessons saw progress in well planned activities to ensure all pupils including those with SEND are able to demonstrate their knowledge and understanding this focused on Inclusive Teaching Strategies from the Hertfordshire SEND Toolkit. Monitoring demonstrated adapted teaching to ensure all pupils were able to access and involve themselves in learning. For example, picture prompts, time to talk, group tasks, adult scribing ideas.

November 2024 – Classroom environments reviewed by SLT and teachers

INSET for all class-based staff January 2025 focused on the specific barriers our pupils face who have SEND. Also focused on the power of pupil voice. Staff were able to hear what the children think about their learning and the ways learning is presented and recorded.

Pupils with additional needs saw successful requests for EHCP assessments, four applications made within academic year 2024/ 2025 and all were successful. This demonstrates that as a school, we are careful and precise in the use of resources in order to make reasonable adjustments to meet the needs of all learners.

May 2025 – Classroom environment was monitored by Year 4 pupils which included their reflections on their time in each class, how it felt, feels and successes of individual rooms which they would like to see in all environments to support learning. Pupils were able to see progress in the environments particularly where environments were inviting and well organised.

Whole staff CPD has included: ADHD ready classrooms, understanding behaviour risk assessments and behaviour management plans and the responsibility of the whole team to implement identified strategies to support needs.

Staff meetings have also given time to share examples of adaptations to learning to ensure access and success. These are also reflected in our subject policies which give specific rather than generic examples of how plans are adapted to be inclusive and accessible. Environment walks September 2025 saw equal quality of learning environments being inviting and accessible.

Next steps: Monitor further development of well thought out methods for pupils to share knowledge and understanding in addition to those observed.

Continue to see the monitored progress as embedded part of SEND provision.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN INCLUDING RESOURCES	SUCCESS CRITERIA	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
To improve the physical environment of our school for disabled children and young people	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets in all classrooms and changing facilities and hoists in two classrooms • Library shelves at wheelchair-accessible height • Resources to adjust table heights Classrooms are purposefully neutral in colour and display boards use neutral and natural backing materials. Now and next boards and visual timetables are used as a universal resource and adapted or individualised for specific pupils. All classrooms have LED lighting.	1. To ensure all entrances to the building include ramp access.	Install a ramp at the front of the school into front door.	Wheel chair users are able to independently access all external entrances.	Premises committee	April 2026
Monitoring and evidence: Quotes for a ramp to the front of the school obtained. Governors to instruct.						

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN INCLUDING RESOURCES	SUCCESS CRITERIA	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
To improve the delivery of materials to disabled children and young people	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	1. To ensure technology is in place to support pupils in recording their words through voice recognition technology. 2. To ensure staff are confident in the use and application of voice recognition technology.	Headteacher and SENCO to work with IT technician to audit existing resources. Headteacher and SENCO to work with IT technician to identify, evaluate and invest in technologies to support pupils in recording their words.	Physical and educational needs are not a barrier to recording words across the curriculum in order to demonstrate subject knowledge and understanding. Pupils report that the technology available to them improves their inclusivity.	Headteacher and SENCO	April 2025

Monitoring and evidence:

Voice recognition IT in use.

Clicker purchased and used for pupils to record their writing.

Review by staff November 2025: *It's working really well. I like how Clicker has different formats to choose from to support the writing e.g. recounts. The pupils are working hard on listening to their writing back to check for mistakes. Voice recognition is working really well where speech is clear.*

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 link governor for inclusivity, the SENCO and the headteacher. Monitoring of the aims and objectives will take place annually by the Headteacher, SENCO and link governor.

It will be approved by the full governing board.

5. Links with other policies

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

- Risk assessment policy
- 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