



## Accessibility Plan

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

|                                      |                 |                           |                      |
|--------------------------------------|-----------------|---------------------------|----------------------|
| Date adopted:                        | 06/08/2026      | Last reviewed:            | 10/08/2026           |
| Review cycle:                        | 3 years         | Is this policy statutory? | Yes                  |
| Approval:                            | CEdO            | Author:                   | Head of Safeguarding |
| Local approval*:                     | Local Committee | Local author*:            | Headteacher/SENCO    |
| Next Review Date of Template Policy: | 01/09/2029      |                           |                      |

\*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

### Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

| Revision No. | Date       | Revised by | Approved date | Comments                         |
|--------------|------------|------------|---------------|----------------------------------|
| 1            | 06/08/2026 | L Tedbury  |               | First edition of template policy |
|              |            |            |               |                                  |
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### 1. Introduction

It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity 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

The Good Shepherd Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure all schools are accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

For The Good Shepherd Trust, equality, diversity and inclusion are fundamental to our vision of "*flourishing together*". We believe that every child, member of staff and wider community member is of equal value and should be treated with dignity, respect and compassion. Guided by our core values of kindness, integrity and resilience, we are committed to creating welcoming and inclusive environments where difference is celebrated, barriers to participation are removed, and everyone is empowered to achieve their

full potential. We recognise and value the unique strengths, backgrounds, experiences and needs of each individual, reflecting our principle of “one body, many parts”, where diversity is embraced and everyone belongs. Through our commitment to equity, social justice and service to others, we strive to ensure that all members of our school communities have fair access to opportunities, support and success.

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.

In developing and reviewing this Accessibility Plan, the school will have regard to Surrey County Council's Accessibility Strategy, the Surrey Inclusion and Additional Needs Partnership Strategy, and the Surrey Local Offer. In developing and reviewing this Accessibility Plan, the school will have regard to Hampshire County Council's Accessibility Strategy and Hampshire SEND Local Offer. We are committed to removing barriers to learning and participation, promoting inclusive practice, working in partnership with pupils and families, and ensuring equitable access to our curriculum, environment and information for all members of our community.

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.

#### **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.

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

### 3. Action Plan

#### Improving Physical Access

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

| <b>Aim</b>                                                     | <b>Current good practice</b><br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Objectives</b><br><i>State short, medium and long-term objectives</i>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Actions to be taken</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Person responsible</b>                                                                                                                                                                                                                                                   | <b>Date to complete actions by</b>                   | <b>Success criteria</b> |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------|
| Increase access to the curriculum for pupils with a disability | <p>Potters Gate Primary School offers a stimulating and creative curriculum for children of all abilities.</p> <p>A wide selection of resources (including staff) and strategies are used which can be tailored to the needs of children who require support to access the curriculum and take an active part in school life.</p> <p>Each term, class teachers monitor and analyse progress of all children including groups, reporting findings and subsequent actions to SLT.</p> <p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>Where necessary, staff draw on information from outside agencies and apply good practice or advised strategies.</p> | <p>All staff are trained, feel confident and are supported with issues linked to accessibility and inclusivity in the school context.</p> <p>All children are happy and feel safe in school, emotionally ready to learn.</p> <p>All children (including those with additional needs) make expected or better progress. Local committee are aware of the additional needs of children attending Potters Gate Primary School and St Andrew's Infant School..</p> | <p>Annual audit of training required.</p> <p>Staff kept informed of individual needs as appropriate through CPOMs</p> <p>Positive classroom environments.</p> <p>Nurture Group, ELSA support and Play therapy, Well-being school council</p> <p>Develop and maintain strong home- school links each year.</p> <p>Strategies put in place termly to enable expected progress and accessibility to curriculum.</p> <p>SEND local committee to raise awareness with wider governing body.</p> | <p>Office Manager / Class Teachers/ SENDCo</p> <p>SLT, class teachers</p> <p>Class teacher, SENDCo, HSLW</p> <p>Mental Health Specialist, Yr 2 class teacher and ELSA</p> <p>HSLW</p> <p>Class teachers, Senco, subject leads</p> <p>SENDCo</p> <p>SEND local committee</p> | <p>Checked termly</p> <p>Termly – Sept, Jan, Apr</p> |                         |

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                      |                                                                                                                                                                                                                                    |                                                                                               |                                               |  |
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|                                                                                                           | <p>Each term, parents are informed and can discuss children's progress and provision arrangements.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>                                                                                                                                                                                                                                  |                                                                                                                                                      |                                                                                                                                                                                                                                    |                                                                                               |                                               |  |
| <p>All out-of-school activities are planned to ensure the participation of and access for all pupils.</p> | <p>Staff assess suitability of site through pre-visit check and complete planning checklist and risk assessments to ensure all individual needs can be met as much as possible.</p> <p>Sufficient adult ratios are always met, often with an extra adult.</p> <p>Reasonable adjustments are made to accommodate pupils identified as having difficulties accessing activity safely and fully such as 1:1 support.</p> | <p>All pupils have access and opportunity to participate in out-of-school activities in line with the Educational Visit policy.</p>                  | <p>Pre-visit checks completed, and planning checklist submitted</p> <p>Risk assessment (school and surrey completed-Evolve)</p> <p>Staff identify where additional needs may require extra support and discuss with HT/ SENCo.</p> | <p>Class teachers</p> <p>Curriculum Lead, Class teachers, Head teacher SENCo/Head teacher</p> | Ongoing                                       |  |
| <p>Improve and maintain access to the physical environment</p>                                            | <p>Potters Gate Primary School is on two levels.</p> <p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> </ul>                                                                                            | <p>Maintain a safe and accessible environment for all children.</p> <p>Complete all changes to the building and site with accessibility in mind.</p> | <p>Ensure outside agencies working on site comply with accessibility needs and arrangements</p> <p>Monitor sound levels in dining room/ hall and ensure suitable soundproofing added as necessary.</p>                             | <p>SBM</p> <p>Site manager</p>                                                                | <p>Ongoing maintenance</p> <p>When needed</p> |  |

|                                                                 |                                                                                                                                                                                                                                                                                                        |                                                  |                                                            |                      |             |  |
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|                                                                 | <ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> </ul>                                                                                                                                                                                                      |                                                  |                                                            |                      |             |  |
| Improve the delivery of information to pupils with a disability | <p>Potters Gate Primary School and St. Andrew's Infant School uses, where required or advised, a range of communication methods to ensure information is accessible.</p> <p>Teaching and support staff are aware of difficulties and reinforce information verbally / through symbols as required.</p> | All pupils have access to information as needed. | Staff to work with SENCo/ outside agencies as need arises. | Class teachers SENCo | When needed |  |

### Improving Curriculum Access

| Ref | Key Issues                         | Recommendations                                                                                                                            | Time Scale | Priority | Cost                                            | Date Completed |
|-----|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-------------------------------------------------|----------------|
| 1   | Meeting the needs of all learners. | SLT to monitor QFT and provision for SEND pupils.                                                                                          | Each term  | High     | No additional costs                             |                |
| 2   | Interventions                      | <p>SENDCo set up intervention programmes and formats for recording.</p> <p>TA training in delivering programmes and recording outcomes</p> | Each term  | High     | Resourcing costs of identified areas to develop |                |

|   |                                                                                                      |                                                                                                                                                               |                |        |                                                          |                                                                         |
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| 3 | Classrooms are organised to promote the participation and independence of all pupils                 | SENCo to carry out an audit of classroom layouts, organization of resources and ensure that lessons are planned to meet the needs of all pupils in the class. | September 2019 | Medium | Possible resource implications where gaps are identified |                                                                         |
| 4 | Staff training in the production, implementation and review of Intervention programmes and EHC Plans | SENCo to deliver staff training to teaching staff.                                                                                                            | Each term      | Medium | Not applicable                                           |                                                                         |
| 5 | Staff training in supporting pupils with SEND                                                        | SENCo, HSLW and external agencies to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.                       | Termly         | Medium | SENCo release costs.<br>External specialist costs        | Regular updates for Precision teaching<br>ASD<br>Attachment and Trauma– |

| Aim                                                            | Current good practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Target                                                              | Strategies (short, medium and long term)                                                                                                   | Outcomes                                                                | Time frames | Goals                                                        |
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| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils</i></p> <ul style="list-style-type: none"> <li><i>We use resources tailored to the needs of pupils who require support to access the curriculum</i></li> <li><i>Curriculum resources include examples of people with disabilities</i></li> <li><i>Curriculum progress is tracked for all pupils, including those with a disability</i></li> <li><i>Targets are set effectively and are appropriate for pupils with additional needs</i></li> <li><i>The curriculum is reviewed to make sure it meets the needs of all pupils</i></li> </ul> | <i>[Availability of written information in alternative formats]</i> | <i>[School to make itself aware of services available from LA (and elsewhere) to convert written information into alternative formats]</i> | <i>[Improved access to the curriculum for pupils with a disability]</i> |             | <i>[Improved delivery of information to disabled pupils]</i> |

| Aim                                                     | Current good practice                                                                                                                                                                                                                                                                                                                                                                                                                          | Target                                                              | Strategies (short, medium and long term)                         | Outcomes                                                                         | Time frames | Goals                                       |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------|---------------------------------------------|
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Seating</i></li> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>    | <i>[Accessible car parking]</i>                                     | <i>[Bays to be signed off and compliance monitored]</i>          | <i>[Improved access to disabled pupils and parents]</i>                          |             | <i>[Improved access to the school site]</i> |
| Improve the delivery of information                     | <p><i>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Digital, audio or video formats</i></li> </ul> | <i>[Availability of written information in alternative formats]</i> | <i>[Links to an AV version of the newsletter on the website]</i> | <i>[Improved access to important information to disabled pupils and parents]</i> |             | <i>[Improved sharing of information]</i>    |

| Aim                                                                           | Current good practice                                                                                                                                     | Target | Strategies (short, medium and long term) | Outcomes | Time frames | Goals |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------|----------|-------------|-------|
| Offer additional support to meet the needs of young carers and their families | <p><i>Add anything else your school offers here, e.g.:</i></p> <ul style="list-style-type: none"> <li><i>Home visits for parents' evenings</i></li> </ul> |        |                                          |          |             |       |