

Accessibility Statement and Action Plan 2025-2028

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Review cycle:	3 years	Is this policy statutory?	Yes
Approval:	Local Committee	Author:	Headteacher
Local approval*:	Local Committee	Local author*:	N/A
Next Review Date of	November 2027		
Policy:			

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

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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

At Scott-Broadwood, we are committed to treating all pupils fairly and with respect, including providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

To achieve this, we ensure that staff are trained in equality issues with reference to the Equality Act 2010, and that the children are supported to develop an age-appropriate understanding of disability,

equality and empathy towards others. We want to work closely with charities and members of the local community in order to develop and implement this accessibility plan.

Legislation and Guidance

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010, and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Local Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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 carry out 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'. 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.

A disability can arise from a wide range of impairments, including but not limited to: sensory impairments such as those affecting sight or hearing; long-term health conditions such as asthma, diabetes, epilepsy and cancer; developmental impairments such as autistic spectrum disorder (ASD) or dyspraxia; learning disabilities; and mental health conditions such as anxiety.

Monitoring arrangements

This document will be formally reviewed or re-written every 3 years, as is our statutory responsibility, but may be reviewed and updated more frequently to ensure excellent inclusive provision. It will be reviewed by the SENCO (Rebecca Hopkins), Headteacher (James Baguley) and Chair of Local Committee (Matthew Sparks and Gary Joyce).

Links with other policies

This document should be read in conjunction with the following documents:

SEN Information Report and Policy

Behaviour Policy

Health and Safety Policy

Equalities Policy

Intent	When	Who	Implementation	Impact
Identify disabled pupils, parents, staff and school site users, and ensure school staff – as appropriate – are aware of these needs and the adjustments/support required <i>We are an inclusive school. We need increased knowledge of who our 'invisible' disabled stakeholders are so that support or adjustments can be offered based on need and not ignored.</i>	Ongoing	School Office Manager Headteacher	<ul style="list-style-type: none"> Investigate and, if permission granted, keep register of disabled stakeholders and reasonable adjustments needed by them. Create a register of children impacted under Equality legislation and update annually. Ensure that all staff have a good understanding of disabilities and equalities, with reference to government documentation, and as such know how to identify a disabled pupil or member of the school community. Questions in staff and parent questionnaires evaluated to find out if parents/staff are aware that they can declare disability and would feel comfortable doing so. Work to find ways of reaching out to disabled stakeholders, identifying them and seeking their views in an appropriate way. 	
Make clear that the school positively welcomes applications from disabled staff and pupils <i>We are committed to equal opportunities for all adults and children, regardless of need, and this includes our admissions and recruitment processes</i>	Ongoing	School Office Manager Headteacher	<ul style="list-style-type: none"> Make clear in recruitment material that the school positively encourages applications from disabled staff. Make clear in the school profile that the school positively encourages applications from disabled pupils. 	
Identify and support young carers in the school	Ongoing	Headteacher	<ul style="list-style-type: none"> Register of young carers is stored separately and targeted support given where appropriate. 	

<p><i>Young carers are likely to be caring for a family member with a disability, which can be physically and emotionally challenging. These young people are likely to need additional support to overcome challenges and achieve their potential at school.</i></p>			<ul style="list-style-type: none"> ● Links made with charities and organisations that can offer support e.g. Young Carers. ● Consent sought and referrals made to organisations who can offer support to the family. 	
<p>Review curriculum representations of disabilities and equalities issues <i>We want to foster a school culture that understands and embraces differences and celebrates diversity, and develop a community that is empathetic towards and tolerant of others.</i></p>	Ongoing	Headteacher	<ul style="list-style-type: none"> ● Weekly assemblies ensure a range of diversity and equality-based issues are addressed e.g. respect and treating others as you would like to be treated yourself. ● Ensure PSHE provision and learning is consistently taught across the school through the use of a progressive scheme of work which promotes through literature topics such as disability rights and the importance of treating others with respect. This is monitored through informal lesson drop-ins and pupil voice on a termly basis. ● Complete audit of literature across school – assess representations of different minority groups, races, genders, family types, disabilities etc. Ensure a wide range of texts that reflect our school and wider community is accessible in school. ● Local and national charities to lead on whole school assemblies, class workshops, and offer resources for school. 	
<p>Ensure curriculum access for all pupils, regardless of need <i>To ensure true inclusivity, we</i></p>	Ongoing	SENCO	<ul style="list-style-type: none"> ● Enriched provision for children with additional needs, including carefully targeted intervention, support and resources. 	

are responsible for knowing our children and community well, and responding appropriately to individual needs, including making adjustments to the curriculum to allow access and encourage a love of learning for all pupils.			<ul style="list-style-type: none"> ● Support plans put in place and updated termly for those with SEND needs, and health plans for those with medical needs or disabilities. ● No child is excluded because of their disability. ● For children and families with visual impairment or SENs such as dyslexia, staff will ensure resources or correspondence are adapted to meet their needs for example printed in larger script or on alternative coloured paper. 	
Ensure all children are able to access and enjoy school visits <i>We pride ourselves on the opportunities available to pupils outside of the classroom, including in-school and external events and trips, and are committed to ensuring these opportunities are available to all.</i>	Ongoing	Headteacher	<ul style="list-style-type: none"> ● Induction training for new staff to include disability/equalities awareness training. ● Risk assessments completed and submitted to HT in advance of visits. This may include individual risk assessments for children with significant needs or who may present a significantly greater risk to themselves or others. ● Destinations, transport and adult support adjusted, as needed, to allow participation of all children. 	

