



Accessibility Policy

Version	Date	Author	Changes
1.0	7 th June 2024	N Bowker	Created Policy
1.1	1 th March 2025	M Tomes	Amended names
1.2	22 nd January 2026	R Martin	Re-assessed and amended policy sections and legislation

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Statement of intent

This plan outlines how Supreme Start School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The proprietor also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
 - The headteacher and other relevant members of staff.
 - External Partners.
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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations

2017

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' This plan operates in conjunction with the

following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The proprietor will be responsible for:

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- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
 - Approving this plan before it is implemented.
 - Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the proprietor, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and proprietor to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The headteacher will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the headteacher will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the headteacher will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
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- **Access to information** – the headteacher will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the headteacher will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

Objective	Action	Lead Person(s)	Timeline	Resource / CPD Implications / L'ship Requirements / Cost	Success Criteria	Monitoring Date
<p>STUDENTS</p> <p>1. To ensure that the structure of the school is able to safeguard, accommodate and progress the specific needs of students.</p> <p>2. To ensure that the emotional social and behavioural competences of students are appropriately addressed.</p>	<p>1.1 Provision for "small groups"</p> <p>1.2 CPD specific to role of TAs and identified SENCo</p> <p>1.3 Regular planning /monitoring meetings:</p> <ul style="list-style-type: none"> - IEP (termly) - Critical cases - Hold MDT with SAHT and OT <p>1.4 Regular staff meetings to discuss / assess the current status (ethos) of the school</p> <p>1.5 Equality & Diversity policy implement.</p>	<p>HT All Staff</p>	<p>1.1 Mar 2025</p> <p>1.2 Jan 2025</p> <p>1.3 Jan 25 Ongoing</p> <p>1.4 Half Termly</p> <p>1.5 April 2025</p>	<p>1.1 HT; HR Dept</p> <p>1.2 Training and SENCo</p> <p>1.3 and 1.4 HT to oversee Produce Pen Picture Portraits for learners on Autistic Spectrum</p>	<p>1.1 Timetable and Learning Plan</p> <p>1.2 CPD File</p> <p>1.3 Tangible progress of students</p> <p>1.4 Awareness raised – impact in school</p> <p>1.5 Targets included in policy</p>	<p>Autumn 1</p>
	<p>2.1 IEPs reflect possible EHCP objectives.</p> <p>2.2 Use trauma informed training when working with children</p> <p>2.3 A whole school behavioural policy is implemented, including:</p> <ul style="list-style-type: none"> - rewards systems - anti-bullying policy - recording system - restorative justice - statistical analysis <p>2.4 To ensure that a strategy is implemented to ensure that specific needs/disorders are appropriately addressed</p>	<p>All Staff MDT</p> <p>LT</p> <p>MDT</p>	<p>2.1 and 2.2 Jan 25</p> <p>2.3 Nov 2025</p> <p>2.4 Nov 25</p>	<p>2.1 HT and SENCO to ensure plans in place for each child</p> <p>2.2 HT</p> <p>2.3 Rewards (weekly budget) Restorative Justice (CPD – Training Dept)</p> <p>2.4 Appropriate CPD/External specialist support S&L, Sensory & student friendly resources as identified on</p>	<p>2.1 Progress data</p> <p>2.2 Quantifiable progress</p> <p>2.3 Tangible demo: e.g. decrease in No. of: major/minor incidents: physical assaults: restraints</p> <p>2.4 Tangible progress; stakeholder feedback</p>	<p>Review termly</p> <p>Dec 25</p> <p>Review Jan 2025</p>

<p>3. To ensure that opportunities exist for students to make meaningful contributions towards their overall personal development and the strategic direction of the school.</p>	<p>(e.g. AS; OCD; SpLDs)</p> <p>3.1 Weekly tutorials 3.2 Confidential student questionnaire 3.3 School Council</p>		<p>3.1 Nov 25 3.2 Nov 25 3.3 Nov 2025</p>	<p>assessment</p> <p>3.1 Timetable – informal CPD 3.2 HT to provide students and parents questionnaires 3.3 HT/ TA</p>	<p>3.1 Records questionnaire 3.2 Analysis of questionnaire and school follow –up 3.3 Minutes and responses</p>	<p>Autumn Aug 2025</p>
<p>4. To target an individualised approach to the progression of motor skills</p>	<p>4.1 Individualised programmes 4.2 Personalised SMART targets & reviews 4.3 Appropriate LP's 4.4 Regular stakeholders' meeting (inc health) 4.5 Regular visits from school health advisor 4.6 Set up Co-ordination and Learning (COOL) clubs and Brain Gym activities 4.7 Have arrangements for facilitating physiotherapy as appropriate</p>	<p>All Staff</p>	<p>4.1 -4.7 Ongoing</p>	<p>4.1 HT 4.2 HT 4.3 HT 4.4 HT 4.5 MDT 4.6 INSET days for teachers on mental wellbeing 4.7 liaisons and time</p>	<p>4.1 No of hrs of PE 4.2 Tangible progress 4.3 L O's 4.4 Minutes 4.5 Records 4.6 Improved motor skills 4.7 Maintained and improved physical activity</p>	<p>Annually</p>
<p>5. Increasing access for pupils of all ability to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or</p>	<p>5.1 Differentiated teaching and learning 5.2 Home school liaison to access after school activities 5.3 Learning Outside the Classroom programme to provide community based learning opportunities</p>	<p>LT</p> <p>HR Dept MDT LT</p>	<p>5.1 Sept 25 5.2 Dec 25 5.3 April 26</p>	<p>5.1 INSET days 5.2 visits and extensive communication 5.3 Trip budgets for each term</p>	<p>5.1 progress in all pupils 5.2 Enrichment activities accessed 5.3 Wider learning and understanding achieved</p>	<p>Ongoing Ongoing Ongoing</p>

<p>school visits and post compulsory education transition</p> <p>STAFF</p> <p>6. To develop a greater culture amongst staff of how to skilfully safeguard, accommodate and progress the specific needs of students</p>	<p>6.1 CPD programme: - CPI refresher (de-escalation strategies) - Restorative justice - Clinical psychology / emotional social competence - visual; auditory; learners</p> <p>6.2 Regular conducive staff forums: - e.g. review of anti-bullying policy: "Are students able to access the curriculum?"</p> <p>6.3 Development of differentiation skills</p> <p>6.4 Awareness of expertise which exists outside of the school to support training for individual needs</p>	<p>HT</p>	<p>5.4 May 2025</p> <p>6.1 Sept 25</p> <p>6.2 Feb 2026</p> <p>6.3 April 2026</p> <p>6.4 April 2026</p> <p>6.5 April 2026</p>	<p>6.1 Training Budget</p> <p>6.2 HT/ TA to structure and review curriculum</p> <p>6.3 HT to monitor</p> <p>6.4 HT to liaise / research / research</p>	<p>6.1 Evidence of impact *</p> <p>6.2 SDP – progress</p> <p>6.3 LT's performance management; IEP's</p> <p>6.4 Evidence file; visitors record</p>	<p>Annually</p> <p>Ongoing</p>
<p>7. To promote the recruitment, development and retention of disabled employees</p>	<p>7.1 Appointment of "responsible person" within HR dept</p> <p>7.2 All staff provided with supervision (in addition to performance management)</p> <p>7.3 Equal opportunities policy</p>	<p>Business Development</p>	<p>7.1 Jan 25</p>	<p>7.1 HT raised awareness of role</p> <p>7.2 HT devised schedule</p>	<p>7.1 Upon allocation of role</p> <p>7.2 Staff confidential questionnaire</p>	<p>ongoing</p>

<p><u>STAKEHOLDERS</u></p> <p>8. To ensure that the roles of: Parents / carers / key stakeholders are not discriminated against for the provision of information</p>	<p>to become embedded in school</p> <p>7.4 “Whistle blowing” procedures highlighted</p> <p>8.1 School brochures; Newsletters and other information will be available (in different formats) upon request</p> <p>8.2 “Equality and Diversity” CPD will be delivered for parents / carers stakeholders</p> <p>8.3 A confidential parent / carer questionnaire exercise to be undertaken</p>	<p>HT/ MDT</p>	<p>Sept 25</p>	<p>7.3 Staff meeting</p> <p>7.4 Staff meeting</p> <p>8.1 Authorisation must sought</p> <p>8.2 During Open Evening</p> <p>8.3 MDT</p>	<p>be</p> <p>7.3 Complaints procedure</p> <p>7.4 Minutes</p> <p>8.1 Quality of response</p> <p>8.2 Evidence / feedback exercise</p> <p>8.3 Analysis of results</p>	<p>Annually in July</p> <p>Ongoing</p> <p>Aug 21</p>
<p><u>PHYSICAL</u></p> <p>9. To ensure that students’ needs are progressed satisfactorily via the employment of appropriate resources</p>	<p>9.1 Audit of current resources to highlight:</p> <ul style="list-style-type: none"> - Literacy interventions - Diagnostic ICT packages - Assessment packages - Range of: texts; mediums; activities; technologies - Social skills programmes - Audio & visual resources <p>9.2 Resources list developed for each academic year</p>	<p>HT Maintenance Team</p>	<p>9.1 sept 25</p>	<p>9.1 HT/ MDT liaison Finance</p> <p>9.2 Informed by:</p> <ul style="list-style-type: none"> - Audit - IEP’s - Scrutiny of planning - LO’s <p>101 Finance</p>	<p>with</p> <p>9.1 LOs; Student / parent/ carer questionnaires; holistic progress of students</p> <p>9.2 LOs; student / parent / carer questionnaires; holistic progress of students</p>	

	<ul style="list-style-type: none">- Hand rails & appropriate					
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	<p>signage – sensory & visual cues - Flattening out of green spaces around the home and school to enable safe access and play areas. -In case of wheel chair users attending meetings alternative venues</p> <p>11.2 Audit of disability requirements</p>		<p>11.2 Dec 2025</p>	<p>11.2 A budget which addresses issues which the school can “reasonably do”</p>	<p>11.2 Stakeholder feedback that environment is “disability friendly”</p>	
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