

Accessibility Plan and Access Audit



Approved by:	Graveney Trustees	Date: 2 nd February 2026
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Last reviewed on:	January 2026
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Next review due by:	January 2029
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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.

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

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 pupils, parents/carers, 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.

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

Access to the curriculum

All areas of the curriculum should be available to pupils regardless of their disability. Depending on the impairments of the disabled pupils, planning specific staff training will improve access to the curriculum. Training is available from a number of sources.

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Graveney will consider purchasing more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.

Access to school visits can be problematic for some disabled pupils. When planning an out of school visit our Educational visits policy will be followed. A visit to the location will be made by a member of staff to consider the accessibility of venues and transport providers.

Access to written information

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Policies and documents are also available in the following formats, on request to the headteacher: email; enlarged print version; other formats by arrangement.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies

Appendix – Accessibility Audit & Photos of site referenced

Accessibility Audit January 2026

Priority	Current Position	Objectives for improvement 2026-29
Increase access to the curriculum for pupils with a disability		
Meeting sensory needs	There are limited resources and equipment available to meet the sensory needs of our pupils in the classroom. These would enable the pupils to have what is needed to regulate their sensory needs and access learning more quickly.	Purchase a range of resources to support sensory needs £500
Continued professional development for staff	Staff have a good understanding of how different disabilities present. New staff, need CPD to support (and established staff to revisit) their knowledge and understanding of Mainstream Core Standards and strategies that can be used to adapt teaching to enable success for a range of needs.	More professional development planned – this is at no cost, but will require time. Any other training that is required as a result of specific pupil needs will also be planned for.
Curriculum	Adaptive teaching approach is used across the curriculum and is within the planning of all lessons. Where further adaptations are required the SENCo works with the class teacher to ensure the curriculum is accessible. Curriculum resources include representation of people with disabilities Widgit visuals used in the environment to support access to the curriculum. Curriculum progress is tracked for all pupils and discussed through Pupil Progress Meetings.	Should there be any changes needed in response to individual pupils, this will happen immediately to ensure they can access the curriculum.
Improve the delivery of information		
Awareness	PSHE and RSE curriculum reflects understanding of how everyone is unique Assemblies focusing on awareness days/charities linked to specific disabilities to raise knowledge and understanding.	Reflect on the changing cohorts to both reflect any disabilities within the community, as well as raise awareness for those that are not.
Communication of information	<u>For the pupils:</u> Visuals used to support communication of key vocabulary. Hearing enhancement systems are in place for pupils requiring this provision (accessed through the Specialist Teaching and Learning Service). Where needed displays and resources can be suitably adapted to support individuals, who are visually impaired.	Continue to signpost families through conversation and newsletters to support

	<p><u>For parents:</u> Through Newsletter, information is shared about support in the local community Positive relationships established by all staff members to enable open conversations Additional support for families to help completing paperwork/accessing documents as required Translation option on the school website</p>	
Improve and maintain access to the physical environment		
Approach to school	<p>School is situated off a main road in a rural area.</p> <p>Access to the school from the car park is a gradual upward slope through a pedestrian entrance. There is a drop down kerb into the playground. There is also vehicle access into the playground through a large gate.</p>	
Staffroom	<p>A staffroom is situated on the first floor of the Victorian building accessed via staircases. A photocopier and staff toilet are also on this level. Spiral staircase emergency exit from the staffroom to the playground. An additional space can be used as a staffroom, there is a toilet with disabled access and copier available for staff and children to use within the main school building for those who are unable to access the stairs</p>	
The cloakroom	<p>These are situated in the corridor and have pegs and 2 shelves for storage.</p>	
The toilet area	<p>Within the main corridor there is a toilet area providing boys and girls separate toilet facilities. There is also a toilet with disabled access. There is a separate toilet facility within the reception classroom with age appropriate toilets and sinks.</p>	
Main entrance to the school reception	<p>The entrance to the school offices from the playground has 2 small steps. There is also an internal step from the parent area. The main door to the school also has 1 step into the main office area. Reception desk has high and low access.</p>	<p>This part of the school is the old Victorian building where permanent adaptations would be challenging. However, a roll out ramp can be purchased to overcome this at the cost of £100</p>
The hall	<p>This is accessible from the corridor and also from the office area, although there are single steps to encounter. There is suitable wheelchair access by the corridor.</p>	<p>A roll out ramp can be purchased to overcome this if required.</p>

Playground	This is accessible from the pupil entrances. Fixtures on the trim trail are colour contrasted on an rubber surface. The main playground area is accessible to all pupils. The basketball hoops are situated in the main playground these are not of a contrasting colour. Access to the playground stage would require additional support.	Contrasting colour to be considered around the posts of the basketball hoops. Stage Access may require alteration should the need arise
Classrooms	The corridor is all on a level access throughout the teaching area. This is accessed from the playground via 5 sloped entrances. All classrooms are accessible including the reception class outside area. There is suitable lighting through this area. Fire doors are fully glazed and have a clear opening. These are all clearly labelled. Classrooms have vinyl flooring throughout. The sinks are fixed. Reception classroom has some tables with adjustable height. Key Stage 1 and 2 classrooms have desks suitable for the age groups.	Suitable desks to be purchased as required.

Ramps into corridor and teaching area



Step into the office area main door



Main entrance gate into the school



Step between The Nook and office



Stairs to staffroom, photocopier and staff toilets



Fire Escape from Staffroom



Small step into the kitchen area



Disabled toilet area (with shower facility)



2 steps from playground into The Nook



Dropped kerb and steps onto playing field

