

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
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

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. 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, including staff and local committee.

3. 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.

4. Action Plan

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

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
Increase access to the curriculum for pupils with a disability	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	Training for teachers on differentiating the curriculum to meet specific needs eg ADHD, Autism, sight impairment, dyspraxia	Undertake a new audit of staff training requirements in line with needs in school currently	Increase in access to the National Curriculum	Training booked in Autumn 26, may be completed over school year but as soon as possible.	Improved access to curriculum for pupils with disabilities
		All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.			Ongoing training from Outreach services such as Freemantles, STIPS and Hearing/Sight impaired services ensure good access for children with disabilities
			Review all out-of-school provision to ensure compliance with legislation	Increase in access to all school activities for all disabled pupils	Ongoing	Access to residential, trips and clubs are assessed and support is provided to allow for accessibility.

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
	it meets the needs of all pupils	Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Increase in access to the National Curriculum	Ongoing once achieved	Achieved, ongoing monitoring and adjustment as needed. Year 1 would need a fixed ramp for a wheelchair user.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door release buttons sited at wheelchair height for public areas • Good internal access for wheelchair users	Improved access to all areas of outdoor provision eg musical garden.	Re-site musical instruments to allow for better all- weather disabled access with astroturf surround instead of grass/bark.	Improved access to disabled pupils	April 2027	Improved access to Outdoor provision

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
Improve the delivery of information	<i>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Pictorial or symbolic representations</i> • <i>Digital, audio or video formats</i>	Availability of written material in alternative formats	School to review website and how access to different formats is promoted New staff continue to be trained in use of widget Promotion of sign language to continue in KS1 and then roll through school with each class	The school will be able to provide written information in different formats when required for individual purposes	April 2027	Update Sept 26 Widespread use of Widgit symbols in class promotes understanding and inclusive approach. Promotion of sign language, learning in class and in assemblies KS1. Apps used for translation and ease of communication in different languages
		Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and communications and promote the availability in different formats for those that ask for it. Avoid acronyms and jargon.	All school information easily accessible and available for all	Sept 2026	Information has been to the website to indicate that we will offer information in alternative formats. British Sign Language Interpreters used when necessary.

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
	On a computer the website can be seen at 300%, which Everitt says is desirable. Website can also be accessed in other languages.	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from EVERITT on alternative formats and use of IT software to produce customized materials.			Delivery of school information to pupils & parents with visual and hearing difficulties improved
	Good communication systems used within class such as now and next boards, Widget symbols. We have Clicker 8 on some laptops which will speak aloud text.	To incorporate new technology for disabled pupils into whole school practise where possible (eg Widget)	Staff feedback on training courses and support sessions with specialist teachers to SENCO to share new developments, these are reviewed and brought into wider school use as appropriate	School is more effective in meeting the needs of all pupils.	Sept 2027	We continue to adapt and refine practise to include new technology recommended by specialist services