



Accessibility Plan

Date of next review: January 2029

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
07.01.26	Headteacher	New policy	

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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

This plan outlines how Samuel Cody School aims to increase access to education for students 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 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 students with disabilities can participate in the curriculum.
- Enhance the school's physical environment to ensure that students with disabilities can more fully access and benefit from the education, facilities, and services available.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the Local Authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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:

- Students' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to reflect the school's and students' evolving needs. The plan is also reviewed where the school has undergone refurbishment.

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, students, governors and parents/carers.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. For instance, this might involve supplying support tools or making changes to physical spaces.

3. The accessibility audit

The governing board undertakes an annual Accessibility Audit. The audit will cover the following three areas:

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

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

- **Ambulatory disabilities** – this includes students 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.

Actions will be taken promptly, considering students' disabilities and parental preferences. The actions that will be undertaken are detailed in the following sections of this document.

3. Action plan – Reviewed annually

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS CRITERIA
<p>1. Ensure equity of access to the curriculum for students with a disability</p>	<p>Differentiated curriculum Awareness of access needs Regular curriculum review Tailored resources; representation of disabilities Progress tracking Appropriate target-setting.</p>	<p>Increase student independence so students can exercise control, follow routines and make decisions.</p>	<p>Improve visual clarity (timetables, signage) Maintain personalised schedules Embed TEACCH with staff training Develop switch technology and AAC use. Ensure School trips are accessible to all Develop guidance for staff on making trips accessible for all Ensure disabled children participate equally in after School activities All clubs designed to accommodate or able to be modified to accommodate disabled students</p>	<p>SLT; HOD Class Teachers</p>	<p>Ongoing (SDP 2025–26)</p>	<p>Students navigate routines with reduced prompting Visual supports used consistently TEACCH evident across school AAC/switch users access learning more independently. All students able to access all trips and take part in activities Disabled children confident and able to participate fully in out of school activities</p>

<p>2. Improve the delivery of information to students with a disability</p>	<p>Information adapted into accessible formats (symbols, visuals, simplified language, objects of reference, AAC)</p> <p>Trained staff</p> <p>Family consultation</p>	<p>Ensure all students can access an appropriate and relevant curriculum and reach their full potential.</p>	<p>Embed communication pathways</p> <p>Embed assessment frameworks (incl. communication & RSE)</p> <p>Ensure access to OT/physio</p> <p>Ensure PD students have appropriate equipment.</p>	<p>SLT; Heads of Department; Class Teachers</p>	<p>Ongoing (SDP 2025–26)</p>	<p>Students access information in appropriate formats</p> <p>Staff apply correct communication pathways</p> <p>Assessment frameworks used reliably</p> <p>OT/physio improves engagement</p> <p>PD students access curriculum without barriers.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be reviewed by Leadership Team.

It will be approved by Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting students with medical conditions policy