

The Vine Schools

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Accessibility Plan

Approved by:	S.Carter / S.Austin & Governors	Date: September 2025
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	10
5. Links with other policies	10

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.

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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">• 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 it meets the needs of all pupils• Training is delivered to staff to ensure staff are	<p>Identify and remove physical barriers that may prevent pupils with disabilities from accessing all areas of the school safely and independently</p> <p>To build staff confidence, skills, and consistency in supporting pupils with a wide range of needs, ensuring high-quality inclusive practice across the school.</p> <p>To ensure children encounter positive and diverse representations of disability, promoting inclusion, reducing stereotypes, and raising awareness.</p> <p>To provide feedback that all pupils can access and act on, enabling them to make progress and develop independence in their learning.</p> <p>To ensure all pupils, regardless of ability, have equal opportunities to take part</p>	<p>Audit the school site for accessibility barriers (e.g. signage, classroom layouts, access to toilets, playground).</p> <p>Ensure all staff receive annual refresher training on supporting pupils with SEND and disabilities.</p> <p>Increase the range of curriculum resources representing people with disabilities across subjects.</p> <p>Review and adapt marking/feedback systems to ensure accessibility for pupils with specific needs (e.g. dyslexia-friendly approaches).</p> <p>Monitor participation in extra-curricular activities to identify and reduce barriers for any pupils with SEND.</p> <p>Invest in assistive technologies to support learning (speech-to-text, reading pens, tablets with accessibility features).</p>	<p>Audit the school site for accessibility barriers</p> <p>Headteacher and Site Manager</p> <p>Ensure all staff receive annual refresher training on supporting pupils with SEND and disabilities</p> <p>SENDCo and Headteacher</p> <p>Increase the range of curriculum resources representing people with disabilities across subjects</p> <p>Subject Leaders and Class Teachers</p> <p>Review and adapt marking/feedback</p>	<p>Audit the school site for accessibility barriers</p> <ul style="list-style-type: none">• By end of Autumn 2025 (initial audit completed, actions logged).• Review annually thereafter. <p>Ensure all staff receive annual refresher training on supporting pupils with SEND and disabilities</p> <ul style="list-style-type: none">• Autumn Term 2025.• Then annually each September/October. <p>Increase the range of curriculum resources representing people with disabilities across subjects</p> <ul style="list-style-type: none">• Spring 2026 – resource banks updated by subject leaders.• Ongoing – reviewed as part of curriculum monitoring.	

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	<p>kept up to date on current best practices</p> <ul style="list-style-type: none"> • Extra-curricular activities are planned to ensure reasonable adjustments are made to enable the participation of all children • Additional adult support available should it be required 	<p>in enrichment and extra-curricular provision.</p> <p>To provide pupils with the tools they need to overcome barriers to learning, enabling them to participate fully in lessons and achieve their potential.</p> <p>To give pupils meaningful influence over school policies and practices, ensuring decisions reflect their live experiences and needs.</p> <p>To broaden the experiences available to pupils with SEND, ensuring they have equal access to community resources and activities.</p>	<p>Work with the local authority and external specialists to future-proof the site and curriculum against the needs of future cohorts.</p> <p>Strengthen pupil voice opportunities so children with SEND and disabilities can shape school policy and practice.</p> <p>Build sustained partnerships with local organisations to extend opportunities for inclusive sporting, cultural, and enrichment activities</p>	<p>systems to ensure accessibility</p> <p>Curriculum Lead and Class Teachers</p> <p>Monitor participation in extra-curricular activities to reduce barriers</p> <p>PE Lead and Class Teachers</p> <p>Invest in assistive technologies to support learning</p> <p>Headteacher and SENDCo</p> <p>Work with local authority and external specialists to future-proof site and curriculum</p> <p>Headteacher and SENDCo</p>	<p>Review and adapt marking/feedback systems to ensure accessibility</p> <ul style="list-style-type: none"> • September 2025 – review complete and policy updated. <p>Monitor participation in extra-curricular activities to reduce barriers</p> <ul style="list-style-type: none"> • December 2025 (using participation registers). • Termly reviews thereafter. <p>Invest in assistive technologies to support learning</p> <ul style="list-style-type: none"> • Pilot by Summer 2026 (trialling with identified pupils). • Scaled up by Summer 2027 depending on budget and impact. <p>Work with local authority and external specialists to future-proof site and curriculum</p>

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					<p>Strengthen pupil voice opportunities for children with SEND and disabilities</p> <p>SENDCo</p> <p>Build sustained partnerships with local organisations for inclusive opportunities</p> <p>Headteacher and SENDCo</p>	<ul style="list-style-type: none"> • Initial engagement by December 2025. • Ongoing partnership work reviewed annually. <p>Strengthen pupil voice opportunities for children with SEND and disabilities</p> <ul style="list-style-type: none"> • Launch by December 2025 (SEND pupil forum / inclusion in school council). • Feedback termly into SLT/governors. <p>Build sustained partnerships with local organisations for inclusive opportunities</p> <ul style="list-style-type: none"> • Ongoing
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width 		<p>Ensure current adaptations (ramps, toilets, corridor width, classroom organisation) are maintained and fully utilised by all pupils.</p>	<p>Carry out a site audit to check existing adaptations are safe and functional.</p> <p>Ensure classrooms are set up to promote participation and independence for all pupils.</p>	Headteacher, Site Manager, SENDCo	<p>December 2025 - audits</p> <p>Ongoing reviews</p>

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	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Tables and storage at wheelchair-accessible height • Classrooms are organized to promote the participation and independence of all children • Maintain safe access around the interior and exterior of the school • Ensure break and lunch times are suitably resourced to ensure all children can participate • Additional adult support available should it be required 	<p>Strengthen provision for accessibility during social times and ensure facilities meet evolving needs.</p> <p>Further develop and future-proof the school environment to meet anticipated needs of future cohorts.</p>	<p>Risk assessments reviewed for indoor and outdoor movement around the site.</p> <p>Review break and lunch arrangements to ensure pupils with SEND can access resources and play equipment safely.</p> <p>Provide staff training for midday supervisors on inclusive play and accessibility.</p> <p>Audit classroom furniture and storage to ensure items remain accessible for all children, making adjustments as required</p> <p>Work with local authority and external specialists to plan for any significant site adaptations (e.g. hoists, sensory spaces, additional accessible toilets).</p> <p>Review accessibility of playgrounds, outdoor learning spaces, and sports facilities.</p>		

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				Explore funding opportunities for larger-scale environmental improvements.		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Clear and effective communication with parents/carers 		<p>Ensure existing communication methods are consistently used and accessible to pupils and parents</p> <p>Strengthen inclusive communication so that all pupils and families can fully access information.</p> <p>Future-proof communication systems so that the school continues to meet diverse needs of pupils and parents.</p>	<p>Audit internal signage for clarity, visibility, and consistency across the school.</p> <p>Ensure large print resources are available when required.</p> <p>Review current use of pictorial/symbolic representations in classrooms and shared spaces.</p> <p>Communicate clearly with parents/carers via multiple channels (email, text, printed letters, translation services if needed).</p> <p>Develop a consistent approach to visual communication (use of Widgit, symbols, and pictorial representations) across classrooms.</p>	SENDCo, Site Manager, Class Teachers, Office Administrator, Headteacher	December 2025 - audits Ongoing reviews

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			<p>Provide staff training on accessible communication methods for pupils with SEND.</p> <p>Invest in assistive technology and digital platforms to support accessible communication (screen reader-compatible websites, text-to-speech options, translated digital newsletters).</p> <p>Establish ongoing consultation with parents, carers, and pupils to review the effectiveness of communication methods.</p>		

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 the governing board and headteacher. It will be approved by the governing board and headteacher.

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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

