



# **Blackheath Primary School**

## **Accessibility Plan**

**Date of issue:**

**Autumn 2026**

**Review date:**

**Autumn 2029**

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

## Statement of Intent

At Blackheath Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Blackheath Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We are committed to providing an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. To this end our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We strive to improve the delivery of information to all our pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ pupils with high attainment, high potential or particular strengths;
- ❑ children who are vulnerable;

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Accessibility planning supports the school's duties under the:

- Equality Act 2010
- Public Sector Equality Duty (PSED)

including the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

Accessibility planning will be considered alongside the school's Equality Information and Equality Objectives to ensure compliance with the Public Sector Equality Duty.

This plan outlines how Blackheath Primary 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 school will make reasonable adjustments for disabled pupils, staff and visitors in accordance with the Equality Act 2010. Decisions regarding reasonable adjustments will be individualised, proportionate and responsive to identified needs

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 Governing body 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.
- Governors.
- External partners.

Disabled pupils, parents and carers will be actively involved in reviewing accessibility barriers and evaluating the effectiveness of reasonable adjustments.

## **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) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- Department for Education and Department of Health and Social Care: Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015, updated September 2024).
- Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018.

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 **Governing body** will be responsible for:

- 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 governor responsible for oversight of school special needs provision is **Patrice Meredith**

**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 governing board, 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 Governing body 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 Governing body will undertake a three yearly Accessibility Audit. The audit will cover the following three areas:

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

#### Access to the school curriculum

The school provides all pupils with a broad and balanced curriculum, ensuring reasonable adjustments are made in order to meet the needs of individual pupils; and endorses the key principles in the National Curriculum (2014) that underpin the development of a more inclusive curriculum, including:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs; and
- Overcoming potential barriers

We offer children access to a differentiated curriculum in the first instance leading to an increased personalised curriculum as appropriate and needed.

Access to Physical Education begins with the aim of access for all with appropriate adaptations as necessary

#### Information from pupil data and school audit

When conducting the audit, the Governing body 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 non-visible disabilities, such as autism and dyslexia

We currently have a whole range of children of all backgrounds, needs and abilities. These include but are not limited to:

- diabetes
- asthma
- eczema
- epilepsy
- hearing impairment
- visual impairment
- genetic conditions
- developmental delay
- learning difficulties
- rare syndromes
- ADHD
- Autism
- Allergies

We collect information from the Early Years settings and previous school settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The school works closely with specialist services including:

- Hearing Support Team
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Complex Communication and Autism Team (CCAT)
- Inclusion Support (advisory teacher for learning, SEMH advisory teacher and Educational Psychologist)
- Counsellors
- CAMHS

### **Views of those consulted during the development of the plan**

An accessibility audit has been completed in order to inform the plan. The Accessibility plan has been developed in consultation with pupil representatives (Inclusion Champions), staff and governors of the school.

All staff are responsible for all children with disabilities and are made aware of their specific needs even if they are not teaching them directly to ensure their safety. It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO and/or Business Manager have an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with other schools.
- Disabled pupils have access to extra-curricular activities.

## **Admissions**

Blackheath Primary School will act in accordance with the Local Authority Admissions Policy. The school will apply the same entry criteria to all pupils and potential pupils.

Blackheath Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Where known, prospective parents/carers of pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

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

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

#### 4. Planning duty 1: Curriculum

|   | Issue                                                                           | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | People/Resources                                                                                                                                                                                           | Timescale | Success Criteria                                                                               | Monitoring Method:<br>Who? How? |
|---|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------|---------------------------------|
| 1 | Ensure all children with additional needs are supported in school               | <p>Pupil voice sought through Inclusion Champion committee</p> <p>School support additional programmes set by external agencies.</p> <p>SLT to monitor quality of differentiation and provision for SEND pupils</p> <p>Provision mapping to be used across all year groups</p> <p>SENCO to audit provision and impact on progress</p> <p>School Business Manager and SENCo ensure appropriate staff are suitably trained</p> <p>Pupils with physical disabilities and mobility needs have specific arrangements outlined in a Personal Emergency Evacuation Plan (PEEP);</p> <p>Extra assistance is provided to pupils, parents or visitors with disabilities during emergency evacuation and, where needed, outlined in a PEEP;</p> | <p>Inclusion Champion pupils</p> <p>Speech therapists</p> <p>Physiotherapist</p> <p>Occupational therapist</p> <p>HS team</p> <p>VI team</p> <p>Inclusion Support</p> <p>Business Manager</p> <p>SENCO</p> | Ongoing   | Children progress within the school and achieve individual milestones set by external agencies | SENCO                           |
| 2 | Ensure all children can participate in the school curriculum on entry to school | <p>Liaise with Early Years providers/ previous settings to identify pupils who may need adapted/additional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Head Teachers</p> <p>SENCO</p> <p>Foundation Stage</p>                                                                                                                                                  | Ongoing   | Procedures, equipment in place                                                                 | Head Teacher<br>SLT<br>SENCO    |

|   |                                                                                                                     |                                                                                                                                                                                                                                                                                                                            |                                                                                               |          |                                                                                                                                                                        |                                                       |
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|   |                                                                                                                     | provision for September intake or mid-year intake<br>Review all statutory policies to ensure they reflect inclusive practice<br>Establish close liaison with parents<br>Establish close liaison with outside agencies                                                                                                      | Lead Academy Heads                                                                            |          | All policies reflect inclusive practice<br>Collaborative working approach                                                                                              |                                                       |
| 3 | Ensure that staff have the skills to support pupils with SEND                                                       | CPD provided to staff members<br>Training for teachers on adapting the curriculum<br>Inclusive Curriculum guides                                                                                                                                                                                                           | Step Lab<br>National College<br>External Advisors<br>SENCo                                    | On-going | Staff members have the skills to support pupils with SEND                                                                                                              | Head Teacher<br>SLT<br>SENCO                          |
| 4 | Availability of written material in alternative formats so pupils with SEND cannot access lessons                   | School makes itself aware of the services available through its LA for converting written information into supplemented or alternative formats.<br>Provide tablets and other adjustments for pupils with SEND<br>If needed the school can provide information in alternative formats                                       | L.A.<br>Head Teacher<br>ICT Technician<br>Office Staff<br>SENCo                               | On-going | Pupils with SEND can access lessons                                                                                                                                    | Head Teacher<br>Feedback from parents and staff.      |
| 5 | Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities. | Thorough planning.<br>Advance visits.<br>Risk assessments.<br>Extra support staff if needed                                                                                                                                                                                                                                | Visit leaders.<br>Head Teacher                                                                | On-going | School trips & residential visits are accessible for all pupils.                                                                                                       | Head Teacher<br>Trip leaders.<br>Feedback from pupils |
| 6 | Strive to ensure curriculum is fully accessible to pupils experiencing barriers to learning and participation.      | Audit of the curriculum<br>Inclusive Curriculum guides<br>Reasonable adjustments made within the classroom<br>Consider alternative communication systems.<br>Consider the way in which information is presented to pupils.<br>Consider ways in which pupils can communicate their ideas.<br>Differentiated or personalised | All Staff<br>Subject leaders<br>Advisors for sensory impairments.<br>Subject advisors.<br>TAs | Ongoing  | Management and teaching staff are aware of the accessibility gaps in the curriculum and adjustments are made so that the curriculum is fully accessible for all pupils | Head Teacher<br>SLT<br>Curriculum Lead<br>SENCO       |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |  |
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|  |  | <p>curriculum with alternatives offered</p> <p>Use of Sandwell Skills Ladders to assist in developing learning opportunities</p> <p>Use of Physical Supports where necessary – e.g. seating, supportive accessories</p> <p>Specific staff trained in manual handling procedures</p> <p>Risk assessments in place for pupils with additional needs to consider and manage risks</p> |  |  |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## 5. Planning duty 2: Physical Environment

|   | Issue                                               | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                | People/Resources                                                                                   | Timescale | Success Criteria                                                                                                                                                                                    | Monitoring Method:<br>Who? How?                      |
|---|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1 | Ensure that building and site allows access for all | <p>Audit of physical environment</p> <p>Several access points to building from outside; wide accessible corridors</p> <p>KS1 areas on ground floor with wide door access to all rooms</p> <p>KS2 areas on second floor – accessible by well-maintained lift, wide enough to accommodate a wheelchair.</p> <p>Evacuation chair used during fire procedures</p> <p>Hall on ground floor – accessible to all</p> <p>On-site car parking includes two</p> | <p>Pell Frischman</p> <p>School staff trained on evacuation chair – training reviewed annually</p> | On going  | <p>School is aware of accessibility barriers to its physical environment and will make a plan to address them</p> <p>Children, staff, parents, visitors able to access school building and site</p> | <p>Site manager</p> <p>Head Teacher</p> <p>SENCO</p> |

|   |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                         |         |                                                          |                                                                                        |
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|   |                                                                                                        | <p>dedicated disabled parking bays</p> <p>Disabled toilet facilities on each floor – with handrails and pull emergency cords</p> <p>Disabled toilet on ground floor has mechanical changing bed facility</p> <p>KS2 access to Mangar ELK lifting cushion</p> <p>Daily cleaning and maintenance checks of all areas on the school site, including outdoor play area, pedestrian and vehicle gates;</p> <p>Annual health and safety inspection on all outdoor and indoor wall mounted climbing frames and playground equipment. Immediate risks are fixed promptly and dangerous areas are cornered off to maintain pupil safety;</p> |                                         |         |                                                          |                                                                                        |
| 2 | Ensure all children with additional needs are able to access meal times appropriately                  | <p>School provides additional dinnertime supervisors to support those children, where needed in particular with Autism</p> <p>Children who require a calmer environment access Support Base - The Hive</p> <p>Specific training for staff on monitoring blood sugar levels and administering corrective measures as appropriate</p>                                                                                                                                                                                                                                                                                                 | <p>Lunchtime supervisors</p> <p>TAs</p> | Ongoing | Children able to access mealtimes appropriately          | <p>Head Teacher</p> <p>Head Dinner Supervisor</p> <p>SENCO</p> <p>Business Manager</p> |
| 3 | Ensure learning environment of pupils with visual impairments and/or sensory differences is accessible | <p>Incorporation of appropriate colour schemes</p> <p>Neutral colour schemes where appropriate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pel Frischman<br>Site Manager           | Ongoing | Learning environment is accessible to pupils with visual | Head Teacher<br>Business Manager                                                       |

|   |                                                                                             |                                                                                                                                            |                                                    |         |                                                                     |                                                   |
|---|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------|---------------------------------------------------------------------|---------------------------------------------------|
|   |                                                                                             |                                                                                                                                            |                                                    |         | impairments and/or sensory differences                              |                                                   |
| 4 | Ensure that after-school clubs and care provision facilities are accessible for all pupils. | Ensure access is available for all pupils including those with physical or sensory disabilities.<br>Make physical adaptations as required. | Leaders of after-school clubs.<br>Business Manager | Ongoing | After-school clubs and care provision is accessible for all pupils. | Head Teacher<br>Feedback from parents and pupils. |

## 6. Planning duty 3: Information

|   | Issue                                                                                                                     | Action                                                                                                                                                                                                                                                                                                                                                                                                | People/Resources                                   | Timescale | Success Criteria                                                                              | Monitoring Method:<br>Who? How?               |
|---|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 | Ensure information is accessible to all stakeholders whilst maintaining data protection and confidentiality requirements. | Follow GDPR and data handling procedures<br>Audit of information and delivery procedures                                                                                                                                                                                                                                                                                                              | Business Manager<br>ICT Technician<br>Office Staff | On-going  | School is aware of accessibility gaps to its information delivery procedures                  | Head Teacher<br>Business Manager<br>All staff |
| 2 | Ensure information that needs to be shared is accessible to all                                                           | School website accessibility will be reviewed annually against WCAG 2.2 AA standards and accessibility statement requirements.<br>Ensure that digital communications, websites and online learning resources remain accessible to disabled users through compliance with recognised accessibility standards and provision of alternative formats where required.<br>School seeks advice from external | SEnCo<br>Office staff                              | On-going  | School is aware of local services for converting written information into alternative formats | Head Teacher<br>Business Manager              |

|   |                                                                                           |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                |          |                                                                                                      |                                                                                       |
|---|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|   |                                                                                           | advisors<br>Large print<br>Easy Read formats<br>Visual supports<br>Alternative language translation<br>Electronic formats<br>Assistive technology                                                                                                                                                                                      |                                                                                                                                |          |                                                                                                      |                                                                                       |
| 3 | Ensure that medical needs of all pupils are fully met within the capability of the school | Up to date care plans - reviewed yearly<br>Medications- inhalers epipens etc stored and accessed appropriately<br>Appropriate staff are Manual Handling trained<br>Staff will receive specialist training appropriate to the medical needs of individual pupils, including diabetes and other healthcare interventions where required. | School Nurse<br>Health Visitors<br>SENCO<br>TAs                                                                                | On-going |                                                                                                      | SENCO<br>Business Manager                                                             |
| 4 | Raise staff awareness of disabilities issues.                                             | School to seek advice from experts.<br>Consider needs of specific pupils, both for school and off-site activities.                                                                                                                                                                                                                     | LA.<br>NHS services<br>Local Authority specialist services<br>Equality and Human Rights Commission (EHRC)<br>All school staff. | On-going | Teachers and TAs aware of issues. Detailed information and support available and passed on by staff. | Head Teacher.<br>SLT<br>SENCO<br>Class Teachers.<br>TAs.<br>Other non-teaching staff. |
| 5 | Raise awareness of disabilities issues.                                                   | Promote disability equality via <ul style="list-style-type: none"> <li>Inclusion Champion Committee</li> <li>Staff meetings.</li> <li>PSHE/Jigsaw lessons.</li> <li>Assemblies.</li> <li>Celebrating difference and</li> </ul>                                                                                                         | <i>Whole staff</i><br><br><i>Pupils</i>                                                                                        | On going | Increased whole school awareness of disability issues.                                               | All staff.                                                                            |

|   |                                                                                                           | raising awareness days                                                                                                                                                                                         |                                               |         |                                                                         |                                  |
|---|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|-------------------------------------------------------------------------|----------------------------------|
| 6 | School policies make reference to provision for pupils with difficulties & disabilities (particularly PE) | Policies to include: <ul style="list-style-type: none"> <li>• Content</li> <li>• Strategies</li> <li>• Resources</li> </ul> That could be employed when planning for pupils with difficulties or disabilities. | Whole staff.<br>Subject leaders.<br>Advisors. | Ongoing | Policies include provision for pupils with difficulties or disabilities | Head Teacher<br>Subject leaders. |

## 7. Monitoring and review

The Governing body will monitor progress against the Accessibility Plan annually, with a full review and republication every three years.

Any changes to this plan will be communicated to all staff members and relevant stakeholders