

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 Hampshire County Council's Accessibility Strategy and Hampshire SEND 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 parents/carers, staff and local committee members of the school.

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.

Accessibility Plan

Our Christian Vision and Values:

Our Vision Nourish, Thrive, Bloom

Growing wise, brave, loving children who are nourished from the outset by our values-based community and through God's word.

We believe each unique child should thrive through our rich and diverse curriculum and that they should blossom in our care, being fully prepared for their future.

Our Core Christian Values are:

Love: learning to love ourselves, each other and God. John 13:34 "So now I am giving you a new commandment: Love each other. Just as I have loved you, you should love each other."

Courage: learning to be brave, resilient and determined. Joshua 1: 9 "Be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go."

Wisdom: learning to make wise choices in all areas of life. Proverbs 8:11 "For wisdom is far more valuable than rubies. Nothing you desire can compare with it."

Rationale: We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aims: At The Holme Church of England Primary School we aim:-

To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

To advance equality of opportunity to all regardless of ability or disability.

To foster good relationships between the whole school community regardless of ability or disability

The plan sets out how the school will continue to improve access for disabled pupils by:

Increasing participation in the curriculum

- Ensuring teaching and learning opportunities are accessible to all pupils.
- Adapting the curriculum, resources and teaching approaches where necessary.
- Providing appropriate support, interventions and specialist equipment.
- Enabling participation in enrichment activities, trips and sporting events.

Improving the physical environment

- Reviewing the accessibility of buildings, classrooms and outdoor areas.
- Making reasonable improvements to facilities where required.
- Ensuring disabled pupils can access education, services, benefits and facilities as independently as possible.
- Considering accessibility requirements in future building developments and refurbishment projects.

Improving access to information

- Providing information in alternative formats where appropriate, such as large print, simplified language or electronic formats.
- Using visual supports to aid communication.
- Ensuring school communications are accessible to pupils and families with disabilities.
- Reviewing information-sharing practices regularly to meet changing needs.

Through these measures, the school aims to create an inclusive environment where all pupils can achieve, participate and thrive alongside their peers.

4. Action Plan

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

Targets	Strategies	Outcome	Timeframe	Progress
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at LC Meetings.	Clerk to LC to add to list of required documents for Term one.	Adherence to current legislation	Annually	Standing item on the LC agenda
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for Governors, staff, pupils and parents.	Whole school community aware of issues relating to access.	Training to be ongoing.	SENCo and Inclusion Lead now two roles increasing capacity Twice half termly TA briefing with Inclusion team Staff meetings SENCo Circle Hampshire Inclusive Schools network Trust network meetings
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors	Policies reflect adherence to current legislation	Ongoing	Ongoing policy-review schedule inline with DfE guidance
Physical Environment				
Ensure that all areas of the school building and grounds are accessible	SEN staff to complete an annual audit of accessibility to the school	Any modifications needed will be agreed	Ongoing. Linked to Health &	School building and grounds not all fully accessible due to unalterable

