

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 pupils, parents/carers, staff and local committee 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.

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	<i>Strategies (short, medium and long term)</i>	<i>Outcomes</i>	<i>Time frames</i>	<i>Goals</i>
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 it meets the needs of all pupils	Teachers plan effectively to meet the needs of the whole cohort. Where appropriate SEND Support Plans or Individual Health Care Plans are in place for all children with an identified disability and these are shared with parents/carers.	Targets are set clearly in September for all children. Children are successfully tracked at different points throughout the year. The class teacher sets specific targets for individuals. These are reviewed regularly with parents/carers. Resources are purchased to ensure that all children have access to the curriculum. CPD for staff is delivered where necessary and is appropriate to needs of the cohort.	Improved access to the curriculum for pupils with a disability	October – Annually Ongoing – as needed	Improved sustained improved outcomes for disabled pupils in line with their peers.

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
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 toilets and changing facilities • Library shelves at wheelchair-accessible height • Appropriate resources and equipment for individual needs	To obtain a temporary ramp for the school in case the need arises for temporary access to some spaces.	Ramp to be purchased Staff aware of where it is stored and how to use it	Improved access to disabled pupils and parents	By July 2027	Improved access to the school site.
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations including Widgit symbols • Digital, audio or video formats	Availability of written information in alternative formats if required	Newsletter and information to be made more technology friendly e.g. more suitable for mobile phones so text can be adapted	Improved access to important information to disabled pupils and parents	By July 2027	Improved sharing of information and information is accessible to all

Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
Offer additional support to meet the needs of young carers and their families	• Home visits for new starters • Home visits or alternative venues for meetings if required • Risk assessments for temporary needs e.g. temporary wheelchair use or broken limbs. • Personal Evacuation Plans (PEEP) for children (and staff who require them) to outline who to support in an evacuation or lock down. • Differences are celebrated and positive stories of people with disabilities is shared and a part of everyday practise in school	To ensure any new staff or children joining the school have the support they need.	When new staff and pupils join any disabilities are discussed with senior leaders. PEEP updated and created where appropriate Differences are celebrated and positive stories of people with disabilities is shared and a part of everyday practise in school	Improved wellbeing and support for disabled pupils and parents.	October – Annually Ongoing – as needed	<i>Wellbeing for disabled pupils and parents is in line with peers.</i>