

Accessibility Plan

Policy Reviewed: December 2025

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SAFE START SCHOOL
WILLPOWER-NITATIVE-SUCCESS-EMPATHY-RESPECT

1. Purpose and Legislative Context

This Accessibility Plan is aligned with Safe Start School's **SEN Policy and Information Report** and **Accessibility Policy**. It sets out how the school will meet its duties under the **Equality Act 2010**, which replaced the Disability Discrimination Act (DDA).

Under the Equality Act 2010, Safe Start School has a duty to:

- Not treat disabled pupils less favourably because of their disability
- Make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage
- Plan proactively to improve access to:
 - The curriculum
 - The physical environment
 - Information provided to pupils and parents

This plan is resourced, implemented, monitored, and reviewed annually by senior leaders and the Governing Board.

2. School Aims

Safe Start School aims to:

- Work in partnership with families, external agencies, and the wider community
- Foster creativity, independence, and a passion for learning
- Enable pupils to develop essential skills for a fulfilled and positive life
- Deliver high-quality teaching with high expectations for all pupils
- Provide a nurturing, trauma-informed, and inclusive environment
- Model positive and respectful relationships across the school community

3. Scope of the Accessibility Plan

This plan focuses on three key areas:

1. **Increasing access to the curriculum** for disabled pupils and those with SEND
2. **Improving the physical environment** to increase access to education and associated services
3. **Improving access to information** provided in written or digital formats

Accessibility planning supports the graduated approach outlined in the SEN Policy (Assess, Plan, Do, Review) and the implementation of EHCP outcomes where applicable.

4. Action Plan: Improving Access to the Curriculum

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Teachers	Termly meetings with parents/carers – Termly consultations	Time allocated	Ongoing	Parents informed, engaged, and contributing to planning
Staff training to increase curriculum access	SLT / Senco	CPD on trauma-informed practice, Quality First Teaching, neurodiversity	CPD on trauma-informed practice, Quality First Teaching, neurodiversity	Ongoing and as necessary	Increased access and improved outcomes; training records maintained
Effective use of resources	Senco/ SLT	Strategic deployment of support staff Use of ICT	iPads, laptops, software	Ongoing	Barriers reduced; positive impact on progress
Curriculum adaptations	Senco	Pastoral support, timetable adjustments, access arrangements	External specialists as required	Ongoing	Individual needs met; improved
Specialist equipment	Senco	Sensory resources, overlays, seating adaptations, recording aids	Specialist equipment as listed	Ongoing and as required	Increased independence and access

Access to enrichment and trips	SLT / SENDCo / Staff	Risk assessments; reasonable adjustments	Specialist equipment as needed	As required	Full participation in enrichment activities
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5. Action Plan: Improving the Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Accessible toilets and changing facilities	HT	Maintain wheelchair-accessible facilities	Maintenance costs	Future	Facilities remain accessible
Visual access and safety	SLT	Highlight steps and hazards; regular monitoring	Cost of materials and labour	Future plan	Improved safety for visually impaired users
Hearing access	SLT	Install hearing loop or soundfield systems where recommended	Cost of equipment/ installation	Future plan	Enhanced access for hearing-impaired pupils
Maintain safe access around the interior of the school	SLT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school

6. Action Plan: Improving Access to Information

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
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Availability of written material in alternative formats	Admin/ SLT/ Senco	Provide large print, simplified text, or translated materials	Contact details and cost of translation / adaptation	Ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Ensure documents are accessible for pupils with visual impairment	Teachers/ Senco	Ensure large, clear font used in documentation Seek advice from Sensory support team for any specialist equipment needed	Loan/purchase cost of specialist equipment.	Ongoing and future	Pupils able to access school documentation

7. Monitoring and Review

Progress against this Accessibility Plan is monitored through:

- SEND reviews and provision mapping
- Health and Safety audits
- Feedback from pupils, parents, and staff
- Governing Body / Proprietor oversight

The plan is reviewed annually and updated in line with changes to legislation, school provision, or pupil needs.

8. Related Policies

- SEN Policy and Information Report
- Accessibility Policy
- Equality Policy
- Behaviour Policy