



Accessibility Plan

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SLATED ROW SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Slated Row we are committed to an inclusive curriculum and increasing access to the school's facilities through the following aims:

1. Remove barriers so all pupils can participate in the school's curriculum;
2. Create a physical environment in and out of the building to include all;
3. Deliver good quality information to pupils and parents

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
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 ensure it meets the needs of all pupils	Review and refine Learning Pathways, so opportunities match pupil's learning need Ensure EHCPs are central to each pupil's education and views taken from all involved Complete provision management	SEND Governor & Headteacher	Annually	Pupils have access to the curriculum through the way they learn best Learning is personalised through the EHCP

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height				All disabled children have easy access around the building and to/from the car park
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations		SEND Governor & Headteacher	Annually	
Ensure that all people with a disability can be safely evacuated		Put in place Personal Emergency Evacuation Plans for all identified children People with a disability taken into account on risk	SEND Governor & Headteacher	Annually	All disabled children and staff working with them are safe and confident in event of fire

		assessments & evacuation plans			
Ensure enough staff are trained in use of wheelchair accessible minibus & hoisting for other purposes		Update manual handling training.	Health & Safety Governor and Medical HLTA	Ongoing, minimum of annually	Staff competent in safe lifting and complying with health and safety requirements.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the 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
- Supporting pupils with medical conditions policy

The plan is not an independent strategy but at the core of what we do and is present through the school's plans and policies including:

- SEN Policy
- Equality Policy
- Plans related to building works and premises management;
- Our curriculum (pathways for how pupils access the curriculum);
- Information technology support services;
- Use of Pupil Premium (therapies including communication team); Staff training and associated services