



Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

- * ***We're imaginative*** - we're creative thinkers and doers
- * ***We're curious*** - we encourage inquisitiveness and risk taking
- * ***We're proud*** - we take pride in our school and want everyone to succeed
- * ***We're courageous*** - we understand that we learn from our mistakes
- * ***We're original*** - we celebrate difference

Accessibility Plan

Date agreed by Pupil Welfare Committee/ GB/Headteacher 11 th March 2026	Signature of Co-Chair or Vice Chair of GB or Committee / Headteacher
Date agreed for review Spring 2029	Frequency of Review /3-year cycle
Responsibility for Review Governors /Headteacher	
Reviewed and Renewed 26th January '23 Governors and Headteacher	Review
Reviewed and Renewed 11th March 2'6 Governors and Headteacher	

Approved by:	Headteacher and Governing Body	Date: 11/03/2026
Last reviewed on:	11/03/2026	
Next review due by:		

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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.

Reay is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

1 All learners are of equal value

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2 We recognise, respect and value difference and understand that diversity is a strength

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3 We foster positive attitudes and relationships

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4 We foster a shared sense of cohesion and belonging

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5 We observe good equalities practice for our staff

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6 We have the highest expectations of all our children

We expect that all pupils can make good progress and achieve to their highest potential

7 We work to raise standards for all pupils, but especially for the most vulnerable

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3.1. Increasing Curriculum Access					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with for parents and carers for pupils with SEND	SENDCO	Termly PLP meetings with the SENDCo and class teacher. PLPs are adapted for individuals and targets are worked on during intervention time Annual Reviews and TAC for pupils with EHCPs Parent information sessions and workshops on Autism and ADHD, Parenting Workshops from Lambeth Local offer- including holiday activities and food for disadvantaged pupils SEND report reviewed every 3 months and is on the website	Time allocated 6 day supply cover for PLP meetings INSET time for writing and reviewing PLPs	In place and ongoing	Parents/carers fully informed about progress, strategies and support. Good parental/ staff relationships Parents engage with their child's learning
Access to the curriculum for SEND pupils	SENDCO	Pre teaching of vocabulary Interventions such as precision teaching, inference reading, 1:1 reading	Beanstalk reading volunteers- £600 Tas for interventions	In place and ongoing	Pupils with SEND make progress and understand the curriculum
Training for staff on increasing access to the curriculum for all pupils	SENIOR LEADERSHIP TEAM ,SENDCO SCHOOL NURSE	Whole school training from Autism Outreach and Area SENDco, EP support Behaviour support in de-escalation strategies from Lambeth behaviour team Adapted tasks Visual timetables in every class and visuals to support learning INSET on supporting all pupils- use of vocabulary, glossaries for technical vocabulary, Frequent recapping on knowledge learning	Training time TA training time allocated	In place and ongoing: Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met

Effective use of resources to increase access to the curriculum for all pupils	Headteacher and SLT	Strategic deployment of support staff Wandsworth resources- artefacts and books, engaging and topic based for physical and visual uses. Curriculum reflects our community	Wandsworth resources £3,430 TAs	In place and ongoing	Positive impact on pupil progress and attainment

Breaking down barriers for learning	SENDCo	Pastoral support to boost low self esteem and supportive relationships with families. ED psych to give training for emotional literacy and mental health support and strategies. Physiotherapy/OT programmes for pupils who require this. Speech and language therapy programmes, including new Wellcom screener. Application for a grant for additional SALT CAHMS workshop for parents Whole school restorative approach for behaviour including Zones of Regulation, Drawing and Talking Therapy and reflection time. Use of access arrangements for assessment/National tests including extra time.	Independent speech therapist Half termly Occupational therapy/Sensory team/ Physio as required	In place and ongoing Wellcom Screener- funded by Friends of Reay	Needs of all learners met enabling positive outcomes
Intervention Room for pupils with complex needs	SENDCo	1:1 support, EHCPs Individualised timetables Sensory circuits	Funding from EHCPs for 1:1 support	In place and ongoing	Pupils needs supported and met
Appropriate use of specialised equipment to benefit individual pupils and staff	Assistive	Assistive technology such as iPads available to support children with difficulty recording and with vision Sloping boards for pupils with fatigue problems or physical disability, Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty affecting fine motor skills. Use of wedge/wobble cushions to help children with sitting. Use of weighted blanket, chew toys, fiddle toys, sensory equipment. Ear Defenders for those with noise sensitivity and	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.

		focus difficulties.			
Improve educational experiences for visually impaired pupils	SENDCO	Consultations with Lambeth vision team. CENMAC Thorough risk assessments Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs TEEACH symbols	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENDCO	Consultations with Lambeth Hearing Team, CENMAC Links shared with parents for funding for IT equipment at home Thorough risk assessments Daily maintenance and use of radio aids ROGER ROGERS brought to assemblies	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
Support for Pupils with Additional Health Needs	Headteacher, SENco School Nursing Team and Urology Nurse	Asthma and Epi Pen training. Becoming an Asthma Friendly School Clear Allergy information for all staff and catering team including parent meeting with school cook Intimate Care Policy Catheterisation twice daily for a pupil Additional staff member to be trained Visits from Urology Nurse	Wipes, gloves, lubes INSET time for Nursing team	Nurse Training additional staff member in catheterisation- 6 weeks from Feb 26	Pupils health needs are met Asthma Friendly School Status

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Club leader	Risk assessments will be undertaken where appropriate, Providers will comply with all legal requirements Recces prior to school trips	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra- curricular activities for all pupils with SEND.
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3.2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	PREMISES /HEADTEACHER	Maintain wheelchair accessible toilet with clinical waste bins- improve the environment of disabled toilet Disabled toilet needs a spatula style flush Headteacherhttps://www.screwfix.com/p/euroflo-mild-steel-wc-cistern-lever-chrome/8026r	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	Premises	RAMP stored by Infant entry door		In place	Physical accessibility of school increased
Improvements to help the visually impaired	PREMISES/ HEADTEACHER	External steps highlighted in yellow/non-slip paint KS 1 playground – steps and ramp highlighted in yellow Stairs outside Year 6 painted with yellow strips, internal stairs to have yellow conformable anti slip grip tape.	Cost of materials- paint £300, Tape- £147 Plus Labour	Maintenance required	Hazards highlighted making environment safe for all
Improvements to help the hearing impaired	SEND CO	How to use ROGERS in Supply Folders ROGERS charged each day Weekly support from Lambeth hearing support team	Cost of equipment/ installation	In place	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Premises	Clear visual signs Signs for disabled toilet	Cost of signs		Signs visible for all

Maintain safe access around exterior of school	Premises	Ensure that pathways are kept clear of vegetation. Placement for a vulnerable pupil at playtimes in a suitable area with supervision	Cost included in premises job description	Ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Premises	Awareness of flooring, furniture and layout in planning for all pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school

3.3. Improving the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats if requested	Office/ SENIOR LEADERSHIP TEAM/ SENDCO	Translations Braille Enlarged texts and modified SATS papers	Contact details and costs of translations and adaptations	When required	Information clear and accessible
Ensure documents are accessible for pupils with visual impairment	Class teachers SENDCO	Sensory Support Team and CENmac Enlarged texts Ipads to link the board Use of magnifier where appropriate Modified SATs papers	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access school documentation

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 Headteacher and Pupil Welfare Committee, and any changes will be reported to the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and safety Policy
- Special Educational Needs and Disability Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) information report
- Medical Conditions Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	2 in the Key Stage 2 building	Ensure staircases are clear and no trip hazards		
Corridor access	All corridors are wide and clear	Daily monitoring		
Lifts	NA			
Parking bays	NA			
Entrances	All entrances secured	Regular termly monitoring		
Ramps	Portable ramps and KS2 entrance	Regular termly monitoring		
Toilets	One wheelchair accessible toilet	Ensure entrance is clear and accessible at all times		
Reception area	Accessible	Ensure accessible Daily monitoring		
Internal signage	Clearly marked fire exits	Annual Fire risk assessment		
Emergency escape routes	Plan shared with staff and termly practice	Termly practise		