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 and staff.

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	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
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*	*Availability of written information in alternative formats*	*School to make itself aware of services available from LA (and elsewhere) to convert written information into alternative formats*	*[Improved access to the curriculum for pupils with a disability*		*Improved delivery of information to disabled pupils*

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* • *Elevators* • *Corridor width* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*			*Improved access to disabled pupils and parents*		*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* • *Digital, audio or video formats*	*Availability of written information in alternative formats*		*Improved access to important information to disabled pupils and parents*		*Improved sharing of information*