



Walsh C of E Infant and Junior School Accessibility Policy and 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, 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.

Action Plan

	1. Access to Information				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
Our school uses a range of communication methods to ensure information is accessible. This includes: Large print resources Pictorial or symbolic representations	1.1	Ensure all communications can be accessed by those with sight disabilities	On the new school website ensure the font can be enlarged when needed.	Jane Vinall (SBM)	
	1.2	School newsletters and communications to be provided in different formats	Online and paper versions are available. Consider issuing in a larger font, or issuing braille documents if required	Jane Vinall (SBM)	
	1.3	Ensure parents with hearing difficulties can access group parent meetings	Hire a sign language interpreter if needed Investigate recording these meetings	Jane Vinall (SBM)	

	2. Access to Site and Facilities				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wide corridors and access doors out of the building • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	2.1	Access via Public Transport	Provide a website link to route planning sites e.g., google maps on the Schools' website.	Jane Vinall (SBM)	
	2.2	Disabled Parking	Mark out an accessible car park bay  Place a sign at the entrance to the car park showing its location. For example:	Jane Vinall (SBM)	

			 Erect a sign in front of the bay at a height of 1 metre. (In case of snow on the ground.) For example: 		
	2.3	Reception Facilities	Add a hinged/drop-down shelf to the reception counter. For example:  Install a portable hearing loop and clearly display the sign.	Jane Vinall (SBM)	



Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:



Provide a seat with high back and arms. For example:



2.4

External Areas

Make the Juniors school main reception door accessible to all. This could be achieved either with a permanent or temporary ramp.

Ensure that all outside steps have nosings. These should be 2-inch strips which are painted or attached to the front and top of

Jane Vinall (SBM)

			each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear. Demarcate the start and ends of ramps with a thick stripe of paint across the width or a triangle pointing in the direction of the slope. Ensure that ramps have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps.		
	2.5	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example: 	Jane Vinall (SBM)	

	2.6	Doors	Change non-compliant door handles to the D style of handle. Example:  Handles which do not contrast in colour to the door should either be changed, painted or a black/yellow tape can be used. For example:  	Jane Vinall (SBM)	
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	3. Access to education				
Current good practice	Ref	Item	Suggested Actions	Ownership of Task (School to insert name)	Date Completed
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. Children identified by Surrey County Council as needing to be placed in our Resourced Provision are taught for part of the week in a separate class.	3.1	Regularly review the school curriculum, taking particular consideration of pupils with disabilities	Incorporate different learning styles for pupil with physical disability Create a deaf friendly curriculum if required	Helen Wall (DHT) / Sophie Huntbach (AHT)	
	3.2	Access to the school curriculum for pupils with temporary, emerging or ongoing health conditions	Ensure the school website includes links to online education resources appropriate for all year groups, and includes information to support pupils with special educational needs	Helen Wall (DHT) / Sophie Huntbach (AHT)	

Summary

Guidance and Support

Sources of general advice and information

Listed below are some documents that have been utilised for this report.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

Links to Legislation & Codes of Practice

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code>
<https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/ofpractice-a-summary/>

Links to DfE Advice

- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Links to Support organisations

Disability Rights Commission

DRC helpline

Freepost MID 020164

Stratford-upon-Avon CV37 9BR

Telephone (0845) 762 2633

Fax (0845) 777 8878

Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation

12 City Forum

250 City Road

London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services
PO Box 133
Peterborough PE2 6WS
Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177 Minicom
(0870) 603

British Dyslexia Association

Switchboard: 0333 405 4555
Helpline: 0333 405 4567 Training:
0333 405 4565 <https://www.bdadyslexia.org.uk/>

Links to Medical information

- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions->