



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth

*Together for a Brighter Future*

# ACCESSIBILITY PLAN A STATEMENT OF POLICY

<b>Approved by</b>	<b>CW</b>
<b>Portfolio</b>	<b>Inclusion</b>
<b>Approved on</b>	<b>Summer 2026</b>
<b>Review date</b>	<b>Summer 2029</b>
<b>Review Cycle</b>	<b>3 Year</b>
<b>Policy Type</b>	<b>Statutory</b>
<b>Ratified/FGM Date</b>	<b>20.05.2026</b>

Signed \_\_\_\_\_ Date \_\_\_\_\_

# ACCESSIBILITY PLAN 2026–2029

## 1. Our Ethos and Values

At the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we are committed to ensuring that every child, regardless of disability or additional need, is able to access education fully, safely and with dignity.

We celebrate diversity and individuality within our Christian ethos and work actively to remove barriers to learning, participation and wellbeing. We believe that all members of our community should feel welcomed, valued and supported to flourish academically, emotionally, socially and spiritually.

*“Encourage one another and give each other strength”*

### Our Core Values

- **Inclusivity** – Everyone is welcome
  - **Respect** – Everyone is valued
  - **Resilience** – Everyone is encouraged
  - **Relationships** – Everyone belongs
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## 2. Purpose of the Accessibility Plan

This Accessibility Plan sets out how the Federation will increase access over time for pupils, staff, parents/carers and visitors with disabilities by:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of the schools
3. Improving the availability and accessibility of information

The plan takes an **anticipatory approach**, meaning we plan for accessibility in advance wherever possible rather than waiting for individual needs to arise.

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### 3. Legal Framework

This plan meets the requirements of:

- The **Equality Act 2010**, including the Public Sector Equality Duty
- Department for Education guidance on accessibility planning
- **Keeping Children Safe in Education (KCSIE)**
- Health and Safety legislation, including the Regulatory Reform (Fire Safety) Order 2005

Under the Equality Act 2010, schools must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity for disabled people
- Foster good relations across the school community

#### Protected Characteristics

The Federation recognises the following protected characteristics under the Equality Act:

- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
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## 4. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a **substantial and long-term adverse effect** on their ability to carry out normal day-to-day activities.

The Federation recognises that disability may include:

- Physical, sensory or medical conditions
- Communication and cognitive differences
- Mental health conditions
- Neurodivergence, including **Autism**
- Hidden, fluctuating or temporary conditions

We acknowledge that barriers to learning often arise from environmental, organisational or attitudinal factors rather than impairment alone.

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## 5. Safeguarding and Accessibility

The Federation is fully committed to safeguarding and promoting the welfare of all children.

We recognise that pupils with disabilities and SEND may be **more vulnerable** to safeguarding concerns and may face additional barriers to recognising or disclosing abuse.

In line with **Keeping Children Safe in Education**, we ensure that:

- Staff receive regular safeguarding training, including SEND-specific safeguarding
- Safeguarding procedures are accessible and inclusive
- Reasonable adjustments are made so that all pupils can be heard, supported and protected

Safeguarding considerations underpin all accessibility planning, risk assessments and decision-making.

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## 6. Accessibility Planning Areas

### 6.1 Access to the Curriculum

The Federation works to ensure disabled pupils can fully access learning and wider school life by:

- Delivering high-quality inclusive teaching and learning
- Planning lessons that are differentiated and adaptive
- Deploying additional adult support where appropriate
- Providing specialist equipment, resources or technology
- Ensuring assessment arrangements and statutory test access arrangements meet pupil needs
- Enabling full participation in trips, visits, residentials, clubs and enrichment activities
- Working closely with parents/carers and external agencies

Pupil voice is valued and used to inform provision and reasonable adjustments.

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### 6.2 Physical Environment

The Federation:

- Considers accessibility when planning building works and refurbishments
- Provides step-free access to main entrances where possible
- Maintains accessible toilet facilities
- Ensures safe pathways, appropriate lighting, signage and visual contrast
- Provides adjustable furniture and specialist equipment as required
- Offers quiet spaces and safe areas to support regulation and wellbeing

#### *Fire Safety and Emergency Evacuation*

Personal Emergency Evacuation Plans (**PEEPs**) are in place for pupils, staff or regular visitors who require additional support in an emergency.

PEEPs:

- Are created in consultation with individuals and parents/carers
  - Are linked to the fire risk assessment
  - Are reviewed annually or when circumstances change
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- Are shared with relevant staff and included in induction processes

Temporary PEEPs are used where needs are short-term.

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### 6.3 Access to Information

The Federation ensures that information is accessible by:

- Providing alternative formats on request (e.g. enlarged print, coloured paper, simplified text)
- Using visual timetables, symbols and clear labelling
- Supporting pupils with reading or visual needs through overlays or digital tools
- Considering communication preferences and pupil voice

#### *Digital Accessibility*

Websites, online platforms and digital communications are reviewed to ensure accessibility. Reasonable adjustments are made to support access for disabled users.

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## 7. Medical and Health Needs

- A clear policy is in place for administering medicines
  - Staff are trained appropriately
  - Individual healthcare plans are completed and reviewed annually
  - Medical needs and emergency care arrangements are incorporated into risk assessments and visits
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## 8. Monitoring, Review and Governance

- Governors hold strategic responsibility for accessibility
- Progress against this plan is monitored annually by the Inclusion Team
- Governors receive regular reports on progress and impact
- The plan is reviewed every three years, or sooner if significant changes occur

Accessibility is embedded across Federation policies, procedures and everyday practice.

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## 9. Accessibility Action Plan

Across the lifetime of this plan, the Federation will:

- Strengthen digital accessibility
- Embed SEND-specific safeguarding training
- Review and audit PEEPs annually
- Increase opportunities for pupil voice
- Continue professional development in inclusive and Autism-inclusive practice

Detailed actions are tracked through the Federation's improvement planning cycle.

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