



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
Review cycle: 3 years
Approval: CEo
Local approval*: Local Committee
Next Review Date of Template Policy: 01/09/2029

Last reviewed: 10/08/2026
Is this policy statutory? Yes
Author: Head of Safeguarding
Local author*: Headteacher

*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
2	17.09.2026	B Blamires		Adapted action plan effectively to reflect school provision and accessibility

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 Hampshire County Council's Accessibility Strategy and Hampshire SEND 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 information and feedback from parents/carers, staff and governors of the school.

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 an adapted and inclusive 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 and assemblies cover different needs through our Jigsaw Curriculum and belonging ethos • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs using specific target trackers and link to their areas of need • The curriculum is reviewed to make sure it meets the needs of all pupils • All children are included within lessons, unless an alternative provision is required that better meets their needs successfully • Adaptive sensory seating aids provided	Ensure core curriculum materials and reading texts are available in alternative formats if required and (e.g. large print, coloured overlays, visually with widgets, braille if required)	SATS are called upon through the SEN local offer to support bespoke disabilities and needs and offer support and advice to school. Ordinary available provision and high-quality inclusive teacher on offer for all children regardless of their needs.	Improved access to the curriculum for pupils with a disability. A sense of belonging is embedded and an inclusive culture is clear within the school.	End of Autumn term 1. Half termly progress tracking for all pupils ongoing throughout the year, with a strong focus on disabilities and disadvantaged children. SEND targets reviewed termly with interventions and provisions adapted to meet children's needs effectively.	Improved delivery of information to disabled pupils. Pupils with a disability have access to an engaging curriculum and feel fully included in school life. Enhanced access to learning and curriculum engagement.

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 • Corridor width • Disabled parking bay • Disabled toilets and changing facilities in the Oak rooms and within the main school building • Library shelves at wheelchair-accessible height • Gate access for disabled families is adapted so they can drop off and collect children effectively • Adaptations to drop off at the main reception help to support children with SEND	Ensure the physical environment caters for disabilities effectively. Ensure all disabled parking bays are clearly marked, properly monitored, and step-free routes remain unobstructed.	School site is kept clear, tidy and routes are well signposted. Disabled children and families are offered adaptive parking spaces and alternative routes to support their physical needs. Review physical access during regular site audits and walks.	Improved access to disabled pupils, parents and visitors in school and around the school grounds. Strong inclusive and belonging culture is promoted within the community and school. Safe and seamless physical access across the school site for wheelchair users and mobility-impaired visitors.	On-going throughout the school year. Autumn term 1, all support is put into place for families and children. Weekly site walks and recording of any visible damage onto Smart log for caretaker to action and resolve.	Improved access to the school site and anyone with a disability is able to access and be fully included in extra-curricular and school events and activities. All parents and children feel that the physical environment is accessible and supports their needs. The site is safe and accessible.
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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 if required • Hearing bands • Pictorial or symbolic representations • Digital, audio or video formats • Makaton sign language for pre-verbal children • Multilingual newsletter and communications with parents/carers • Parent surveys and questionnaire to gain their voices and opinions	Make key school communications (newsletters, trip letters, reports) accessible in multi-media or alternative formats. Home school link worker and SENDCo offers support to families to complete forms, respond to emails and support their child's needs.	Communication is sent out in Nepalese (59% of children speak this language at home). Google translate is used to support meetings and understanding for families. Beef with the Chief meetings are booked monthly for parents to get further support from the senior leadership team and address any complaints or concerns. Home school link worker and SLT are on the gates every morning and after school to support open communication with families and children. Charities sent to signpost parents/children for further SEND support.	Improved access to important information to disabled pupils and parents.	Weekly newsletters. Monthly meetings throughout the school year. Monthly meetings starting in October 2026. Parent surveys and questionnaires sent three times a year to gain views on what is well communicated and further improvements needed.	Improved sharing of information. Inclusive and equitable communication with all families.
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Aim	Current good practice	Target	Strategies (short, medium and long term)	Outcomes	Time frames	Goals
Offer additional support to meet the needs of young carers and their families	- Online or in person parents' evenings offering a hybrid model to suit all families. - Weekly food banks to support vulnerable families in need, providing the basics for healthy eating. - Two school ELSA's to provide coaching and emotional support for young carers, children experiencing mental health difficulties and bereavement. - Reduced pressure on home learning due to a recognition that they are caring for parents/family members. - Additional support in class for reading. - Nurture group to support social discussion and peer support and relationship development for young carers.	Identify young carers early and provide tailored academic and emotional support through ELSA sessions and Nurture groups.	Making teachers aware on Arbor they are a young carer. Pupil progress meetings to discuss and agree actions on how to support the young carer. Effective ELSA and Nurture session running weekly with planning, assessments and reviews on provision mapping. Effective communication with parent.	Reduced stress, improved attendance, and stronger academic engagement for young carers.	Autumn term 1 pupil progress meetings and transition handover in the summer term for new teachers. Weekly and on-going ELSA and Nurture support. Bi-weekly parent check ins and conversations by class teachers to monitor pupil progress, wellbeing and needs.	Full inclusion and wellbeing support for young carers.