



Conyers School

ACCESSIBILITY PLAN

November 2025

Policy Date: November 2025
Review Cycle: Annual
Responsible Body: **Conyers LGC**

Version Control

Review Date	Updates
December 2025	Migration to Trust standard format.

Statement of Intent

Conyers School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, students, parents and visitors.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

The governing board will be responsible for:

- Monitoring and Approving the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of students disabilities and medical conditions where necessary.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any student, parent or colleague.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- Designated staff members will be trained to effectively support students with medical conditions.

Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Headteacher, SENCO, The Spark Education Trust board, students, parents and staff and covers the period from September 2025 – September 2027.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Spark Education Trust plans to increase the accessibility provision for all students, staff and visitors to all our sites. Individual Accessibility Plans are produced for each school and contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary and to enable students to take advantage of the facilities and education offer. Clear risk assessments of the site occur regularly in support for access for students with disabilities.
- Increase and ensure equal access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist technology aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include parent mail, e mail, website access, handouts, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.

The plans will be reviewed and adjusted as necessary, but no less than on a bi-annual basis. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND.

The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students. The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of EHCP students, and students with SEND, will be involved in transition meetings prior to the student starting school in order to discuss the student's specific needs.

We recognise that there is a need for ongoing awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the relevant sections of the following documents:

- Child Protection Policy
- Special Educational Needs and Disability Support (SEND) Policy
- Attendance Policy
- Community Cohesion Policy
- Positive Behaviour Policy
- Single Equality Policy
- Safeguarding Policy
- Curriculum Policy

- Exam Policy
- Fair Assessment Policy
- Health and Safety Policy
- Intimate Care policy
- Relationships and Sex Education policy
- School Improvement Plan
- Admissions Policy

The Action Plan for accessibility relates to the Access Audit of the school, which is undertaken by the Facilities Manager. It may not be feasible to undertake all of the works during the life of each Accessibility Plan. The current Access Audit will be reviewed towards the end of each two-year plan period, to inform the development of the new Plan.

This Policy is linked with Risk Assessment and Health, Equality, Special Educational Needs and Disability, Medical Conditions and Safety Policies.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person Responsible	Date to be completed by	Success Criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum.	All students are screened for literacy and numeracy difficulties, and significant difficulties will be addressed through intervention programme.	Screen students and then plan intervention accordingly. Train and upskill support staff to deliver a range of interventions	Exec team Director of SEND Team leaders	Ongoing	All students with a significant difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.
	Curriculum progress is tracked for all students, including those with a disability.	All staff are continually trained to employ quality inclusive first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the Director of SEND/ SEND leads and Team Leaders.	Exec team Director of SEND	Ongoing	Students with a disability make expected or better Progress.
	Targets are set effectively and are appropriate for students with additional needs.	All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.		Ongoing	Staff and confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs
	The curriculum is reviewed to ensure it meets the needs of all students.	As the school grows in size, continue to recruit specialist support staff to ensure that we have the expertise and capacity within the staff team to provide the support that our disabled students require.	Continually review the needs of our students to identify the staff we require at the next recruitment phase.		Ongoing	All students have the opportunity to access appropriate PE activities.
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Research electives which are suitable for students with a disability.	PE team Exec Link Director of SEND	Ongoing	All students have the opportunity to access appropriate PE activities.

			Recommendations from OT and PT services will be actioned. Alternative and adapted PE ongoing			
Improve access of information available to parents of SEN students	Website is updated with current information for parents, including SEND information report. A parent admission pack is shared with new parents	Parents of students with SEND to be given opportunities to have an increased voice within the school and the wider community.	A parent group to be developed and SEND champion students across the Trust Schools	Director of SEND Trust SENCO's	Ongoing	Parents and students feel heard and have an active role in the development of the school SEND policy and communication.
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Lift • Corridor access • Accessible parking bays • Accessibility toilets and changing facilities • High visibility strips to mark stairs, hand rails and vertical support post	Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons. equipment to be purchased if necessary.	Collate information from feeder school/ primary schools and external	Director of SEND Trust SENCO's	Ongoing	Students will have full access to the physical environment of the school.
		Personal evacuation plans for identified vulnerable students.	Develop Personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by the Site Manager and brought to the evacuation point.	Facilities Manager Director of SEND	Ongoing	Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.
		Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.	Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms.	Team Leaders Exec team Director of SEND	Ongoing	All identified students are seated appropriately in rooms to ensure maximum access within each room.
Improved systems across the school will support SEND students to access all information.	Our school will use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources	All SEND students will have a SEND Profile/ Plan which outlines the differentiated teaching strategies and communication methods that	Refine SEND profiles/ plans through a SEND review meeting with parents/carers and students to ensure that needs are clearly identified and that the right	Director of SEND	Ongoing	Staff will be fully equipped with the right strategies to support students with disabilities and this will ensure that students can access all information delivered in lessons

	• Induction loops • Soundfield systems	should be used to help them to make the progress they deserve.	strategies and communication methods are in place			
		Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	Invite parents/carers and students to termly access meetings	Director of SEND	Ongoing	Improved systems across the school will support disabled students to access all information.

Appendix 1

1. Physical Access

Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				Yes
2	Are Pathways and routes logical and well signed?				Yes
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately
6	Are quiet /calming rooms available to children who need this facility				Yes
7	Are car park spaces reserved for disabled people near to the main entrance				Yes
8	Are there barriers to easy movement around the site and to the main entrance?				No
9	Are steps needed for access to the main entrance?				No
10	Do all those steps have a contrasting colour edging?				N/A

Item	Issue	Green	Amber	Red	Comments
11	If there are steps, is a ramp provided to access the main entrance?				Yes
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance				Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes
14	If no is an alternative wheelchair accessible entrance provided?				Yes
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16	Do all internal doors allow a wheelchair user to get through unaided?				Not all. This will be reviewed when needed
17	Do all corridors have a clear unobstructed width of 1.2m?				No
18	Does each block have a wheelchair accessible toilet?				Yes
19	Does the relevant block have accessible changing rooms/ shower facilities?				Yes
20	If the block is on more than one level, do the internal steps/stairs have a contrasting colour edging?				Yes
21	Is there a continuous handrail on each internal stair flight and landing?				Yes
22	Do the blocks have a lift that can be used by wheelchair users?				Yes
23	Do you have any sort of mechanical means provided to move between floors? If yes please state				Yes, a lift.

Item	Issue	Green	Amber	Red	Comments
24	It is possible for a wheelchair user to use all of the fire exits from areas to which they have access?				Yes
25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have a need for
26	Could any of the décor be confusing or disorientating for students with disabilities?				No
27	Is a hearing induction loop available [either fixed or portable] in the school?				No, but these can and will be purchased as and when required for students with a hearing impairment
28	Do emergency alarm systems cater for those with hearing impairment eg flashing light?				Yes

Item	Issue	Green	Amber	Red	Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training will be provided on SEND Assemblies will be in place to promote disability awareness
2	Do you have arrangements for teachers and SEND support assistants to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff Strong relationships exist with local providers eg NHS occupational therapists/physiotherapists and sensory support service. Training will be provided when there is a need
3	Do all staff seek to remove all barriers to learning and participation				Yes, this will be evidenced in lessons observations
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes, this is part of every students' curriculum
6	Do staff provide alternative ways of giving access to experience and understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual students. Further exploration of alternative PE activities are organised in consultation with occupational therapy services
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for students with SEND is explicitly requested as part of a lesson and seating plans which must include and account for students with disability. Lesson observations and

					learning walks quality assure that this is taking place in every lesson
Item	Issue	Green	Amber	Red	Comments
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via student passports and training is provided where necessary

3. Information Access

Item	Issue	Green	Amber	Red	Comments
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed formats?				Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				Our School SEND Offer provides information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we hold regular parent/ carer and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of