

Gloucestershire County Council
Pupils with Disabilities School
Accessibility Strategy
2024-27

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Introduction

Gloucestershire County Council (GCC) is committed to promoting inclusive education and ensuring equal access to educational opportunities for all students, including those with Special Educational Needs and Disabilities (SEND). The Accessibility Strategy sets out what the Local Authority will do to encourage an inclusive and supportive learning environment for students with SEND across the local area.

Why do we have an Accessibility Strategy?

All local authorities must have an Accessibility Strategy for the schools for whom they are the responsible body i.e. local authority maintained schools. This responsibility is set out in the Equality Act 2010 and relates to responsibilities to children and young people who have a disability. The Accessibility Strategy aims to explain how the Local Authority will support maintained schools to:

- Increase the extent to which children and young people with disabilities can take part in the curriculum.
- Improve the physical environment so that children and young people with disabilities can take advantage of the education, benefits, facilities, and services offered.
- Make information more accessible for children and young people with disabilities.
- To ensure that admissions processes to schools and other education providers are fair and enable pupils with SEND to access high quality provision that meets their needs.

Audience

The strategy applies to children and young people with additional needs and disabilities who are currently attending maintained schools. It provides guidance and is a reference point from which to inform a school's accessibility plan and to develop individual support plans that are co-produced with pupils, parents, carers, and educational professionals.

The Accessibility Strategy sets out how Gloucestershire Local Authority intends to support schools and settings to increase inclusion of children and young people with special educational needs and disabilities (SEND), for which it is the responsible body. All schools and settings should have an accessibility plan and there is an expectation that the accessibility plans be responsive to the priorities set out in the Local Authority's Accessibility Strategy.

Academies

The strategy is relevant to academies, free schools and other educational settings not maintained by the Local Authority for reference, as all schools have a statutory duty to draw up and publish a school accessibility plan. The Equality Act 2010 and schools (2014) specifies the expectations for schools around accessibility for disabled pupils.

The Accessibility Strategy should be used alongside national guidelines for accessibility and will be annually reviewed so that it reflects changes in national policy and guidelines.

Early Years and Further Education

Early Years settings and Further Education (FE) colleges are not required to hold an accessibility plan. It is recommended best practice as Early Years settings and Further Education colleges do have to make reasonable adjustments for children and young people with disabilities.

Vision

The Council sets out ambitions for Education in Gloucestershire within the Building Back Better Council Strategy 2022-2026 and within Gloucestershire's SEND and Inclusion Strategies 2022-25.

Gloucestershire's vision is to enable all children and young people in Gloucestershire to thrive, exceed expectations and live remarkable lives. Supporting children to be confident, achieve their ambitions, be aspirational and progress positively into adulthood.

Improving outcomes for children and young people with SEND is everyone's responsibility. Inclusion is the foundation of our improvements for those with SEND, stakeholders, including parents and carers, within Gloucestershire have committed to working together on the following priorities to improve:

- Communication that is timely and informative.
- Access to support when it is needed.
- Outcomes that are ambitious and achievable.

There can be times when children and young people face pressures that make accessing education more difficult. These pressures can come in many forms and are often unpredictable, for example familial changes, health issues, transition from one education setting to another, a global pandemic, exam pressure etc. This is why Gloucestershire's SEND and Inclusion Strategies 2022-25 concentrate on working together with schools and settings, children, young people and their families, and our local health and social care partners, to build a sense of belonging and community in each school or setting.

What do we mean by disability?

According to the definition of Disability Under the Equality Act 2010, a person is disabled if they have:

'a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal day to day activities.'

This definition provides a low threshold. The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people.'

'Substantial' means 'more than minor or trivial.' Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial. Guidance from the 'Office for Disability Issues' illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities.

'Long term' means the impairment has existed for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day' activities.)

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.; It is not restricted to those children with an Education Health and Care Plan. Children and young people with long term health conditions do not necessarily have Special Educational Needs (SEN), but there can be an overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The SEND Code of Practice 2015 says:

“a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

It also states that:

“Many children and young people who have SEN may have a disability under the Equality Act 2010, that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Children and young people with such conditions do not necessarily have SEN, but there can be a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.”

Our Duties

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PSED) (also referred to as the ‘general duty’) and applies to all public bodies, including maintained schools and academies (including Free Schools) and extends to all protected characteristics.



The combined Equality Duty came into effect in April 2011. The purpose of the Equality Duty is to make sure that the public sector proactively considers and addresses issues of equality and diversity in its decisions on local policies, practices, and service delivery. The duty requires

organisations to demonstrate their commitment to promoting equality and creating an inclusive and non-discriminatory environment for both employees and service users.

The duty has three main aspects that public bodies are required to have due regard to:

- eliminating discrimination and other conduct that is prohibited by the Act.
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

School Accessibility Plans

All schools are required to have an accessibility plan. The accessibility plan should be included as part of the 'SEN information report' (see, *SEND Code of Practice: 0-25, 6.79*).

The Equality Act 2010 DfE Guidance to Schools para 4.28 - 4.21 and say that these should be published. The Local Authority would like to see all schools and academies in our local area publish their accessibility plans on their website and have a link to it in their SEN Information report which **must** be published on their website.

Ofsted may request a school's accessibility plan as part of inspection evidence gathering.

Reasonable Adjustments Duty

The duty to make reasonable adjustments requires schools and other education providers to take steps to ensure that children and young people with disabilities can enjoy the benefits and services provided for all children and young people.

Reasonable adjustments meet the statutory duty when they act to prevent children and young people with disabilities being placed at substantial disadvantage. Further information on reasonable adjustments for providers is available from the Equality and Human Rights Commission.

The SEND Code of Practice: 0-25 states that a school's reasonable adjustments should be described in the schools 'SEND Information Report', alongside additional and other provisions available within the setting. The Equality Act duty stipulates that settings need to make anticipatory plans in respect of adjustments that might need to be made to the curriculum, physical space, training, or equipment. This means that setting should not wait until the child or young person is on roll.

Auxiliary Aids and Services

In September 2012, the duty to provide auxiliary aids and services, including specialist equipment which could include laptops and tablets, was extended to include schools. This places schools and other education providers under a duty to provide aids and services where it is reasonable and where it would prevent a disabled pupil being put at a substantial disadvantage when compared to his or her non-disabled peers. Examples of auxiliary aids include coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software.

Priorities

In addressing the priorities set out above, consideration must be given to:

1. **Physical Environment:** environments that are designed to accommodate individuals with disabilities, such as providing ramps, accessible entrances, elevators, toilet and welfare facilities and appropriate signage.
2. **Communication and Information:** accessible formats of communication, such as braille, large print, or audio formats, and promote inclusive communication practices, including effective use of plain language, visual aids, and clear instructions.
3. **Inclusive Education:** the accessibility strategy sets out measures to ensure inclusive education for students with disabilities. This includes improving access to the curriculum, providing appropriate adjustments, accessible learning materials, assistive technologies, and training for teachers to support diverse learning needs.
4. **Assistive Technologies:** consideration of the provision of necessary assistive technologies and devices to individuals with disabilities. This can involve assessing individual needs, acquiring appropriate assistive technologies, and ensuring training and support for their effective use.
5. **Digital Accessibility:** adhering to web accessibility standards, providing alternative text for images, ensuring keyboard navigation, and offering compatibility with assistive technologies.
6. **Staff Training and Awareness:** priority is given to training and awareness programmes for staff members. This includes educating them about disability awareness, inclusive practices, and how to provide appropriate support to individuals with disabilities.
7. **Policies and Procedures:** setting out clear policies and procedures that promote and enforce accessibility and inclusion. These policies should address the rights and entitlements of individuals with disabilities, as well as processes for accommodation requests and addressing accessibility-related concerns.
8. **Collaboration and Partnerships:** collaboration with external organisations, disability advocacy groups, parent carers and families, and individuals with disabilities themselves is an important aspect of an Accessibility Strategy. This collaboration can help in sharing knowledge, resources, and best practices to enhance accessibility initiatives.
9. **Evaluation and Monitoring:** identifying mechanisms for ongoing evaluation and monitoring to ensure the effectiveness of accessibility initiatives. This can involve collecting feedback from individuals with disabilities, conducting accessibility audits, and regularly reviewing progress against established goals.
10. **Continuous Improvement:** a commitment to continuous improvement. This includes regularly reviewing and updating the strategy based on emerging best practices, changing needs, and feedback from stakeholders.

Priority 1. Ensuring children and young people with SEND can take part in the curriculum.

The SEND Code of Practice 2015 defines the Graduated approach as:

“A model of action and intervention in early education settings, schools, and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

Gloucestershire’s Graduated Approach sets out ways by which all children and young peoples with disabilities may have their needs met, not just those children with Education, Health, and Care Plans. The ‘graduated approach’ aims to ensure all children and young people receive an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential.

How we will achieve this priority:

We will work in partnership with schools to make the curriculum more accessible to all children and young people, adopting principles of child-centred care and the graduated approach by:

- Working with educational and childcare settings to embed graduated approach principles.
- Assisting schools to develop high quality teaching by providing opportunities for training and further professional development of teaching and support staff by providing training for school SENCO workforce development.
- Providing advice and guidance through our Educational Psychology and Advisory Teaching Services to support learning adaptations to increase engagement in the curriculum.
- Working with health colleagues such as physiotherapists, occupational therapists, speech and language therapists and the complex needs nursing team to support children and young people in their schools and settings.
- Delegating funding to schools and early year settings (statutory SEN Inclusion funding) to provide support for children and young people with special educational needs.
- Providing additional short-term High Needs Block funding to support individuals in schools in times of need or assessment. Provide funding to schools to support children and young people with an Education, Health, and Care Plan.
- Arranging suitable fulltime education (or as much education as the child’s health condition allows) for children of compulsory school age who, because of health needs, would otherwise not receive suitable education.
- Working with the SEND Information, Advice and Support Service (SENDIASS) which offers impartial information, advice, and support to families of children and young people who have SEN, and with Gloucestershire’s Parent Carer Forum to gain feedback of parents and carers of pupils with SEND through our Families in Partnership engagement to inform and develop good practice within settings.
- Further development of FutureMe Gloucestershire to engage with and listen to young people with SEND’s experiences, using the feedback to inform and improve experience.
- The Local Authority will continue to commission a wide range of provision across the local area and actively support families, settings, schools, and colleges so that the majority of special educational needs can be met within mainstream settings. The Local Authority is committed to the child-centred principles on which the SEND reforms are based.

Further information on resource and support available can be accessed through [Gloucestershire's Local Offer](#).

Priority 2 Improving access to the physical environment.

To improve access to the environment, the Local Authority expects schools and settings to take reasonable steps to undertake work as required. The Code of Practice also requires schools to consider in advance what disabled children and young people might need and factor this into their planning and budgeting decisions.

How we will achieve this priority:

- Schools will make reasonable adjustments to the physical environment of the setting to make it more accessible including steps, stairways, kerbs, exterior surfaces, parking areas, building entrances and exits, as well as sensory considerations including lighting and the acoustic environment.
- The Local Authority Education services will provide advice and guidance on improvements to physical access including the provision of ramps, handrails, lifts, widened doorways, adapted toilets etc. and physical aids to education, as well as changes to the physical environment to improve classroom acoustics resulting in improved listening conditions for all children and young people.
- Appropriate provision of physical aids to improve access, such as adapted ICT equipment, for example, enlarged computer screens, specialist mouse controls or adapted keyboards or individual equipment including specialist chairs.
- Adapting spaces to support children and young people with social emotional mental health challenges or autism.
- Gloucestershire County Council is investing in schools across the county. This includes expansions, new builds, and refurbishments to school buildings.
- The building of a new [200 place special school](#) was approved in July 2023 as part of our [Place Planning Strategy 2023-28](#).

The Equality Act sets a duty to take reasonable steps to improve a settings' physical access, however, there may be some areas within a school or setting which are legitimately defined as inaccessible, as it would not be reasonable to carry out adaptations to gain access to them. This could be because of the type of room it is because it is replicated on the ground floor, or because the building is listed, and adaptations would be very difficult or very costly. In these cases, reasonable adjustments could include re-timetabling lessons or activities.

Schools and settings will also need to bear in mind equality issues when they undertake to let their premises to ensure access is available for disabled users.

Priority 3: Improving access to information.

This part of the duty covers planning to make written information, normally provided by the school to its children and young people, available to disabled children and young people. The information should take account of children and young people's disabilities and preferred formats and be made available within a reasonable timeframe.

How we will achieve on this priority:

- The Local Authority has a range of specialist support services for young people with SEND including hearing, visual impairment, and physical disability, which work to build school/setting capacity to meet individual needs in addition to individual work with some children and young people. A comprehensive list of provision and information on services is available through the Support for Families with SEND [Gloucestershire's Local Offer](#) and [Practitioner Guidance](#)
- Information about the breadth of support available can be found on Gloucestershire's [Glos Families Directory](#)
- SENCO Clusters are held regularly throughout the academic year. These are chaired by lead officers in the Educational Psychology and Advisory Teaching Service and provide opportunities for SENDCOs to share knowledge and experiences with peers.

Priority 4 – Admissions and Fair Access to Education

The role of the Local Authority is to ensure that admissions processes to schools and other education providers are fair and enable pupils with SEND to access high quality provision that meets their needs. The Local Authority is the admissions authority for all local authority-maintained schools, including nursery classes in maintained schools. Academies are their own admission authorities.

There are two school admission pathways for children with SEND, as follows:

- For children with Education, Health and Care plan, applications are handled by the Local Authority special needs Service.
- For children with SEN but without an Education, Health and Care plan, families apply for admission to a school through the normal coordinated admissions application process.

Both processes must comply with the School Admissions Code, the Equality Act 2010, the Children and Families Act 2014 and other relevant legislation.

Placement in specialist provision

Where placement at a specialist educational provision is being considered, the Local Authority will make decisions through the Education Health and Care Panel with reference to the Local Authority's admissions guidance for specialist settings.

Information on the facilities provided at each school can be found on each school's website.

The School Admissions Code

The School Admissions Code produced by the Department for Education sets out the law in relation to school admissions. The Code requires that the process must be reasonable, clear, objective and procedurally fair and comply with all relevant legislation, including equality legislation. The admissions process must ensure that arrangements will not disadvantage unfairly, either directly or indirectly, a child with a disability or special educational needs. The local authority has an important role in monitoring compliance with the Admissions Code and is required to report annually to the Schools Adjudicator on the fairness and legality of the admission arrangements for all schools in their area. Although academies are their own admissions authorities, the School Admissions Code still applies, and the responsible body or Academy Trust has the responsibility to ensure that admission arrangements are compliant with the Code.

The School Admission Code 2021 states that:

“Each local authority must have a Fair Access Protocol, to ensure that unplaced and vulnerable children and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.” (Section 3).

How we will achieve this priority:

Gloucestershire's has specific processes to manage the placement arrangements for vulnerable children without a school place.

- The views, wishes and feelings of the children and young people are considered.
- Parents/carers views must be taken into account.
- Children and young people and their parents/carers must be able to participate as fully as possible in decision making and be provided with the necessary information and support to achieve that decision.
- Children and young people and their parents/carers must be supported to effectively prepare for adulthood.
- Support for all children and young people to learn within or close to their local community wherever possible.
- For children and young people to have their educational needs met in local mainstream provision whenever possible.
- Support for children and young people is holistic, not only to support or manage their needs as they present in the education setting.
- The preferences of parents/carers and children and young people for naming a particular educational setting or school, college or other institution will be very carefully considered in the context of suitability, efficient education of others and efficient use of resources and in accordance with the statutory guidance within the SEND Code of Practice 0 to 25 years.
- Special School or Specialist College provision will be considered when a child or young person's outcomes are considered not to be achievable in a mainstream setting. However, where parental preference remains as mainstream provision the presumption in law is that provision is made in a mainstream setting with adjustments made to accommodate needs.

- If provision in a specialist setting is necessary, it should be as local as possible, and regularly reviewed with a view to a possible transfer to a mainstream option, if appropriate, as outcomes are achieved.
- Residential special educational placements are to be considered if the following criteria is met in line with the Local Authority's Commissioning Strategy if the child or young person:
 - has medical or care needs that cannot be supported in mainstream day provision.
 - lives beyond reasonable travelling distance to the nearest appropriate education setting; for young people over 16, reasonable travelling distance is where the journey time would be over 75 minutes travelling time.

For further information on school admissions please refer to: [Gloucestershire School Admissions](#)

Implementation and review of accessibility in schools and settings

All schools and settings should regularly review their accessibility plans, ensuring that these comply with the Local Authority's Accessibility Strategy. Appendix C provides an accessibility plan template as an aid for schools; however, they may wish to develop their own.

Resources will be made available to implement this Accessibility Strategy using capital funding and other funding sources where available. Specific actions will be agreed when settings raise access issues in relation to their access plans and information on individual children and young people has been obtained. These goals and targets will be measurable and appropriate review and evaluation procedures will be established, including production of an annual report.

This strategy covers the period 2024 - 2027 and will be reviewed at least annually, or when required by legislation, and revised and updated as required. On these occasions an associated action plan will be drawn up to identify the further actions required to meet the key aims of this strategy and address the requirements of the Equality Act 2010.

This document sets out the responsibilities on schools for implementing the Accessibility strategy, in line with the requirements of the Equality Act 2010. The Local Authority will provide information, advice and support to schools as described in the Local Offer. For pupils with physical and sensory impairments, or communication disorders such as autism, advice and support is available from the relevant Local Authority specialist advisory teams. The Local Authority's Asset Management Service (AMPS) can signpost schools to services which carry out accessibility audits. Advice on adjustments required is also available from Occupational Therapy Services.

The Council's commitment to engagement and participation means that every child and young person with SEND and their family will be invited to tell us how they experienced our services and feedback used to help us improve. Feedback can be provided through the Local Offer.

The Access Projects Team will monitor the application of the Accessibility Strategy and will report to the SEND & Inclusion Local Area Partnership Board to inform an annual strategy review. Membership of the Partnership Board includes members of Education Leadership Team, Gloucestershire's Association Primary Head Teachers, Gloucestershire Association Secondary School Leaders and Parent Carer Forum, Health, and Social Care.

Relevant Legislation

- Children and Families Act 2014
- Equality Act 2010
- SEN and Disability Code of Practice: 0 to 25 (DfE – revised January 2015)
- Supporting Pupils at School with Medical Conditions (DfE – December 2015)
- The Special Educational Needs and Disability Regulations 2014
- SEND code of practice: 0 to 25 years
- Schools' Departmental advice for school leaders, school staff, governing bodies, and local authorities 2014

Further information on Gloucestershire's provision

- Universal and specialist provision [Glosfamilies Directory | Education](#)
- SEND Commissioning Strategy 2020-24

Appendix A - Gloucestershire Provision

A range of educational provision is commissioned in response to the needs of children and young people in Gloucestershire. Gloucestershire's Local Offer provides information on local provision available. Current resources and settings in Gloucestershire are provide in the tables below.

Universal Provision	No.
Early Years settings	
There are a range of Early Years Education and childcare Providers, offering Early Years education and childcare	280 childminders, 363-day care settings
Primary Schools	
Infant	13
Junior	14
Primary (Infant and Junior)	135
Total Maintained	176
Primary Academies & Free Schools	
Infant	5
Junior	4
Primary (Infant and Junior)	70
Total Academies & Free Schools	79
Total Primary	241
Secondary Schools	
11-16	3
11-18	2
Total Maintained	5
Secondary Academies	
11-16	10
11-18	24
Total Academies	34
Free schools	2
Total Free schools	2

Specialist Provision - Special Schools	No.	Provision
Maintained <ul style="list-style-type: none"> Bettridge School The Shrubberies School Alderman Knight School Heart of the Forest Community Special School 	4	Providing a range of support for Children and Young People with additional needs.
Academies <ul style="list-style-type: none"> The Ridge Academy The Milestone Special School Paternoster Special School Battledown Centre for Children and Families Belmont School Peak Academy Brook Academy Sladewood Academy 	8	Providing a range of support for children and young people aged 5 – 16 with additional needs
Specialist Post 16 Provision attached to special schools <ul style="list-style-type: none"> Bettridge School The Shrubberies School Alderman Knight School Heart of the Forest Community Special School 	4	For students (aged 16-19) with additional needs across the county
Alternative Provision Schools <ul style="list-style-type: none"> The Altus School Abbey View (Free School) 	3	<p>For children and young people who have been excluded from their mainstream schools either on a permanent or fixed time basis</p> <p>The APS also supports pupils on a short time basis who are at risk of being excluded.</p>
Hospital Education Service	1	For children and young people who are within the compulsory school age (5 – 18) aged with short- and long-term medical needs.
Specialist centres for children and young people with a range of communication & interaction needs including autism and SEMH support	6	For children and young people with additional needs including communication and interaction difficulty that has a severe/profound impact on the student's ability to access the social and academic curriculum, but who benefit

<ul style="list-style-type: none"> • Chesterton Primary School (C&I) (Academy) • Christ Church CE Primary (C&I) (Academy) • Gastrells Primary School (C&I) • Ruardean CofE Primary (C&I) • The Dean Academy (Secondary C&I) • Willow Primary Academy (SEN Resource base) <p>Early Years</p>	<p>academically and socially from a mainstream setting</p> <p>EY specialist assessment & childcare centres</p> <p>For children aged under 5 years with SEND Dingley's Promise centre</p>
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Appendix B -The Planning Duty

There are three strands to the planning duty. The following sections provide details of the Gloucestershire strategy for each of the three strands.

- All disabled children and young people to access a high-quality educational experience and achieve the best possible outcomes.
- All children and young people with SEND to be assessed and needs met via Early Help/Gloucestershire Graduated Pathway as early as possible.
- Robust and accessible information available through Early Help, the Local Offer via Gloucestershire Families Directory, Information for Practitioners and Help line: SEND Local Offer;
- To actively support schools and settings so the majority of children and young people's SEND needs can be met within mainstream settings.

Appendix C - Accessibility Plan Template

School:	
Date:	Over a prescribed time period: Reviewed at least annually

Target	Tasks	Timescale	Resources (in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan).	Responsibility	Monitoring (SENCo, Headteacher, Governors)
Priority 1: Ensuring children and young people with SEND can take part in the school's curriculum (and wider opportunities offered by the school)					

Target	Tasks	Timescale	Resources (in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan).	Responsibility	Monitoring (SENCo, Headteacher, Governors)
Priority 2: Improving access to the physical environment of the school, increasing the extent to which children and young people can take advantage of education and benefits, facilities or services provided or offered by the school					

Target	Tasks	Timescale	Resources (in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources to implement the plan).	Responsibility	Monitoring (SENCo, Headteacher, Governors)
Priority 3: Improving access and delivery of information which is readily available to pupils who do not have special educational needs					

Target	Tasks	Timescale	Resources (in preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan).	Responsibility	Monitoring (SENCo, Headteacher, Governors)
Priority 4 – Admissions and Fair Access to Education. ensure that admissions processes to schools and other education providers are fair and enable pupils with SEND to access high quality provision that meets their needs					