



Goresbrook School

Accessibility Plan

Date of last review	October 2025	Review period	Annually
Date of next review	October 2026	Owner	Business Manager
Type of policy	Statutory	Approval	LGB
SLT members responsible for plan Leanne Pittson - Business Manager Lee Morris – SENDCo			



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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Goresbrook School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

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.

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.

This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

Goresbrook School will actively seek to improve access to services in the ways set out below. These will be reviewed annually and updated to take account of improvements made, future resource availability, and changing needs in the target areas.



Goresbrook School will:

School culture	• Establish a culture of mutual trust and respect between all members of the school community. • Build a community that respects the celebration of achievement at all levels.
Increase access to the curriculum for pupils with a disability	• Offer a differentiated curriculum to support and challenge 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 annually to make sure it meets the needs of all pupils
Improve and maintain access to the physical environment to meet the needs of a range of disabled students currently on roll and prospective students.	ensure that arrangements for the movement of students with SEN or restricted mobility are not hampered by the physical environment of the school with adjustments being made where appropriate. The environment is adapted to the needs of pupils as required. This includes: • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Clear measures in place to ensure the safe and respectful evacuation of students with SEN/restricted mobility from the school buildings in the event of an emergency.
Improve the delivery of information to	Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and



pupils with a disability	oral formats and also to ensure that the learning environment is planned to maximise learning opportunities. This includes: • Internal signage • Large print resources • Different coloured backing paper on request • Pictorial or symbolic representations
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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.