



The Queen Anne
Royal Free CE First School

The Queen Anne Royal Free CE Controlled First School

In our Christian Community we Achieve, Enjoy and Include.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

Accessibility Plan

The school promotes equality and actively challenges all ageist, gender, racist, disablist, homophobic, social and transphobic language and behaviour.

Safeguarding all of our children is at the centre of every aspect of school policy.

Written by: F Collin

Approved by: J Street

Next full review due: July 2028

Executive Summary

This Accessibility Plan sets out how The Queen Anne Royal Free CE First School will meet its statutory duties under the Equality Act 2010 to improve access to the curriculum, physical environment and information for pupils with disabilities.

In our Christian community we *Achieve, Enjoy and Include*. Guided by the words:

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.”

Galatians 5:22–23

we are committed to creating an environment rooted in dignity, compassion and equity. Our approach to accessibility reflects these values, ensuring every child is included, supported and able to flourish.

This plan demonstrates our anticipatory duty to identify and remove barriers before they arise. It provides a clear strategic framework for improvement over a three-year cycle, with progress reviewed annually by governors. Monitoring will include accessibility audits, learning walks, pupil and parent voice, and review of SEND provision to ensure continued inclusive practice.

Aims

In accordance with Schedule 10 of the Equality Act 2010, this plan aims to:

- Increase participation in the curriculum for pupils with disabilities.
- Improve the physical environment to enhance access to education and facilities.
- Improve the availability and accessibility of information.

The plan is published on the school website and referenced within the SEN Information Report. The complaints procedure applies to this plan.

Financial Planning and Oversight

The Headteacher, Senior Leadership Team and Governing Body will consider the financial implications of this Accessibility Plan as part of the annual budget-setting and review process.

Accessibility improvements will be prioritised within school development planning and capital maintenance schedules to ensure sustained and strategic progress.

Monitoring and Governance

This Accessibility Plan will be reviewed annually by the Headteacher and Governing Body to ensure that it remains responsive to the needs of pupils and the wider school community.

Progress will be monitored through regular accessibility audits, review of SEND provision, learning walks and pupil and parent voice.

A full review of the plan will take place every three years, with the next full review due in July 2028.

Accessibility considerations will continue to inform school development planning and financial decision-making.

Increase Access to the Curriculum

Current Position

- Disabled pupils are enabled to access and participate in extra-curricular activities, including clubs, visits and enrichment opportunities, as part of the school's commitment to inclusive practice.
- The school recognises that certain contexts may present additional barriers, such as:
 - Unstructured social times for pupils with SEMH needs
 - After-school provision for pupils with mobility needs
 - Educational visits for pupils with medical or complex health needs
- Individual risk assessments, medical plans and reasonable adjustments are implemented to remove or minimise barriers. Participation is planned proactively to ensure pupils with disabilities are not disadvantaged and can engage alongside their peers wherever possible.

Objective	Current Position	Actions	Responsibility	Timescale	Measurable Success Criteria
Enhance classroom environments to support sensory regulation and inclusive communication	Some adaptations in place; practice varies between classrooms	Review sensory and communication provision across the school; implement improvements where required; ensure staff are trained in inclusive classroom strategies	SENCo / SLT	Annual review cycle	Learning walks evidence consistent inclusive practice; pupil voice reflects improved engagement and regulation; SEND pupils make expected progress
Improve the use of technology to enhance accessibility and inclusive teaching	Technology available but provision varies	Review current technology provision; prioritise upgrades that improve accessibility and engagement; provide staff guidance where required	Computing Lead / Headteacher	Rolling review	Classroom technology supports inclusive delivery; staff report improved accessibility; pupils demonstrate increased engagement

Ensure classroom displays and learning environments support focus and accessibility	Display approaches vary	Develop and implement guidance on accessible classroom environments; monitor through learning walks	SLT	Annual review	Learning environments are consistent and supportive; reduced visual distraction observed; pupil voice indicates improved focus
Ensure the curriculum is accessible and reflects diversity, including disability representation	Curriculum review processes in place; representation varies across subjects.	Continue rolling review of curriculum content and resources to ensure accessibility and representation; update materials where required	SLT/ Subject Leaders	Rolling review	Curriculum planning evidences inclusive representation; resources reflect diverse needs; pupil discussions show awareness of diversity
Ensure pupils with disabilities or medical needs are fully included in the wider curriculum, including educational visits, residential and extra-curricular provision.	Pupils participate in enrichment activities with adjustments made where required.	Develop personalised risk assessments and medical plans where necessary Liaise with parents and specialists to remove barriers Identify and deliver targeted staff training Ensure emergency evacuation procedures are clear and understood	SLT / SENCo	Reviewed termly	Pupils with disabilities are able to participate alongside peers wherever possible; parents report confidence in their child's inclusion; risk assessments and support plans are documented and reviewed
Ensure pupils feel safe and	Support provided	Ensure pupils feel safe and	SLT	Termly review	Increased positive

supported during unstructured times	where required	supported during unstructured times			engagement during playtimes; pupil voice indicates sense of belonging; reduction in concerns linked to unstructured times
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Improve the Physical Environment

Current position

- The school gathers detailed information regarding pupils' disabilities and medical needs at the earliest point of contact, including liaison with parents, previous settings and relevant professionals. This ensures appropriate planning prior to admission.
- Parents are encouraged to provide ongoing updates regarding their child's needs so that provision can be reviewed and adjusted promptly where required.
- All areas of the school currently used for teaching and learning are accessible to pupils with mobility needs. There are no curriculum areas that disabled pupils are unable to access.
- The site is fully wheelchair accessible, enabling equitable access to classrooms and learning spaces.
- Acoustic ceiling tiles and consideration of classroom acoustics support pupils with hearing impairments and contribute to an inclusive learning environment.

Objective	Current Position	Actions	Responsibility	Timescale	Measurable Success Criteria
Maintain and improve accessibility of the school site	Site is wheelchair accessible; adaptations in place where required	Implement annual accessibility audit; prioritise improvements identified through review	Headteacher / SBM	Annual review	Audit completed annually; actions tracked; environment remains accessible and responsive to need
Ensure toilet and hygiene facilities meet	Facilities in place; improvements	Review facilities as part of audit cycle; prioritise	Headteacher / SBM	Rolling review	Facilities meet identified pupil needs;

the needs of all pupils	may be required	adaptations where required			parental feedback positive
Ensure safe and equitable access to the site for pupils, parents and visitors	Accessible parking bay available; arrangements in place where required	Maintain and review site access arrangements, including parking and entry procedures	Headteacher	Ongoing	No reported barriers to site access; arrangements clear and consistently applied

Improve Access to Information and Communication

Current Position

- The school ensures that information is available in accessible formats to pupils, parents and staff with disabilities.
- Alternative communication methods are used where required, including adapted written materials, visual supports and differentiated communication strategies, enabling pupils to express their views and participate fully in school life.
- Requests for adapted information are responded to within a reasonable timeframe.
- The accessibility of communication systems is reviewed regularly to ensure compliance with statutory requirements and responsiveness to individual needs.

Objective	Current Position	Actions	Responsibility	Timescale	Measurable Success Criteria
Ensure information is available in accessible formats for pupils, parents and staff	Alternative formats provided where requested	Continue to provide information in accessible formats; review communication systems to ensure accessibility	Office / SENCo	Annual review	Information provided in appropriate formats when required; parents report communication is accessible
Ensure reasonable adjustments are made for parents with additional access needs	Adjustments made where needs identified	Adopt proactive approach to identifying parental access requirements; implement reasonable	Headteacher / SLT	Termly review	Evidence of reasonable adjustments documented; no barriers to parental participation identified

		adjustments where required			
Increase staff confidence in inclusive communication	Some staff training in place	Provide ongoing CPD in inclusive communication and accessibility practices	SENCo	Annual training cycle	Staff demonstrate confidence in inclusive communication; classroom practice reflects use of supportive strategies