

Inspire Education Community Trust



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Learning together and inspiring success

Accessibility Plan

Yew Tree Community School

Approved by the CEO	01/09/2026
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Signed	

Vision Statement:

At Yew Tree Community School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trust Board. The review process can be delegated to a committee of the Trust Board, an individual or the Head at Yew Tree Community School. The plan will form part the School Development Plan and will be monitored by the executive head teacher and evaluated by the relevant Trust Board. The current Plan will be appended to this document.

1) The Yew Tree Community School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and trustees of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Yew Tree Community School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Yew Tree Community School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers Improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Yew Tree Community School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Equality Information and Objectives Policy
- Health & Safety Policy
- School Information on Website
- School Improvement Plan
- Special Educational Needs Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Trust Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all trustee' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Accessibility Audit

The Trustees will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Physical Facilities already in place

- Main doors have wide doors for wheelchair access.
- Disabled toilet in KS2.
- Changing facilities and shower in Early Years/ Y1.
- Washing machine and tumble drier available.
- Rails on all stairs.
- There is ramp access to all classrooms in main school, where required. Where this is not possible, alternative routes are available.
- Hi Riser Wall Mounted Automated Changing Bench available.
- Hydraulic Variable Height Changing Table available.
- Speaker to reception on main doors mounted at lower level.
- UV light filters fitted to all windows where children with XP condition have access.
- School letters are translated into several of the main languages spoken by parents.
- Key staff trained in using Google Translate.
- Recently upgraded CCTV system which covers main access points and has recording facility over 30 days.
- All documents on school website able to be translated using Google Translate option.
- All push to exits have been lowered to meet disabled regulations.
- Additional lowered, door handled added to corridor doors that are needed.
- Hook attached to doors that are too heavy so they are always open.
- Identified classroom door handles changed to pull rather than twist.
- Adapted handwashing facilities for children (e.g. automatic soap/ steps).
- Small steps available for children to reach the basin and be in view of food being served in the lunch hall.
- Pegs lowered in Reception corridor.

Planning duty 1: Curriculum

	Objectives	What	Who	When	Outcome	Review
	Teachers and support staff have the necessary training to teach and support pupils with a range of SEND and accessibility needs.	• Provide planned SEND training through staff meetings, seeking the support of outside professionals when needed. • Ensure new staff receive an appropriate induction to enable them to meet the needs of all children. • SENDCo to attend termly SENCO briefings and share key updates as appropriate. • Organise specialist training when pupils with specific disabilities or medical needs join the school. • Use advice from outside agencies to shape classroom practice and individual provision.	Executive Headteacher of Teaching and Learning Head of School SENDCo Class teachers Pastoral Assistant External services	Ongoing	Staff are confident in identifying and removing barriers to learning. Teaching approaches and interventions are adapted to meet individual needs. Trustees and leaders have a clear understanding of the needs of pupils with disabilities across the school.	Ongoing
	To ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	• Ensure curriculum planning reflects adaptive teaching and reasonable adjustments for pupils with SEND. • Offer alternative ways for pupils to communicate ideas,	Executive Headteacher of Teaching and Learning All staff Subject leaders	Ongoing	All pupils can access an ambitious and appropriate curriculum. Adaptations are evident in planning, teaching,	Ongoing

	including drawing, technology, practical activities, sensory cues, visual supports and symbols. • Use adapted planning, scaffolds, pre-teaching and overlearning opportunities where needed. • Maintain a whole-school provision overview, updated termly by class teachers, to ensure support is clearly mapped and matched to pupils identified needs. • Use pupil voice and intervention logs to check whether pupils can access provision. • Liaise with external services where appropriate. • Provide smaller group teaching and specialised provisions where required for pupils with a complex need.	SENDCo External agencies		resources and pupil outcomes. Pupils with SEND make progress from their individual starting points.	
To improve access for children and young people with Communication and Interaction needs.	• The Communication and Autism Team provide training and follow-up support for staff. • Ensure new staff understand visual support, structured routines, sensory profiles and individual strategies.	Class teachers SENDCo Communication and Autism Team NHS Speech and Language Therapy	Ongoing	Pupils with Communication and Interaction needs can understand routines, express needs and participate more independently. Communication approaches are consistent	Ongoing

	• Use CAT observations and advice to inform reasonable adjustments. • Develop consistent use of Makaton, visual timetables, Now and Next boards, communication boards and symbols. • Ensure any communication attempt is recognised and responded to, including gaze, gesture, pointing, signing, vocalisation or verbal request. • Identify pupils who may require further assessment, SSPP support or EHCP consideration.	Soundswell Speech and Language Therapy		across classrooms and shared spaces.	
To improve access for children and young people with Cognition and Learning needs.	• Support teachers with planning that includes modelling, scaffolding, visual prompts, concrete resources and overlearning. • Use Language, Learning and Strategic Support Team's advice where appropriate. • Provide appropriate equipment such as overlays, writing slopes, adapted paper, practical resources and assistive technology where needed. • Use intervention logs and assessment information to	SENDCo Class teachers Language, Learning and Strategic Support Team Subject leaders	Ongoing	Barriers to learning are reduced through consistent strategies and targeted intervention. Pupils with cognition and learning needs can access learning at an appropriate level and demonstrate progress.	Ongoing

	monitor progress and adapt provision. • Ensure curriculum content is broken into small steps for pupils requiring additional cognition and learning support.				
To improve access for children and young people with Social, Emotional and Mental Health needs.	• Continue targeted support from the Learning Mentor and pastoral team. • Regulation stations to be accessible in all classrooms for children to access to support regulation in the classroom environment. • Use RULER, emotion coaching, regulation strategies and agreed scripts to support emotional literacy and self-regulation. • Provide planned opportunities for pupils to express views through PSHE, Collective Worship, RE, pupil voice and trusted adult check-ins. • Complete Signs of Safety and Wellbeing where appropriate. • Ensure staff receive training to understand behaviour as communication and to respond consistently. • Review risk assessments, regulation plans, sensory	SLT SENDCo/ SMHL Learning Mentor Class teachers Educational Psychologist	Ongoing	Early support is in place for pupils with emotional and regulation needs. Pupils are supported to express themselves, access learning and remain included in wider school life.	Ongoing

	action plans and de-escalation strategies for pupils with identified SEMH needs. • Use Educational Psychologist advice and external mental health services when required. • Refer to Compass for specialist support where appropriate. • Continue to work with Compass to ensure school's offer of interventions remain appropriate to the needs of the children.				
To improve access to education through ICT and assistive technology.	• Continue use of Widgit to support visual resources and accessible communication. • Use Chrome books to support recording, communication, reading and curriculum access where appropriate. • Ensure touch-screen computers, simple keyboards and other adapted resources are available when needed. • Consider accessibility features such as dictation, screen reading, enlarged text, captions and alternative recording methods. • Provide staff guidance on matching technology to individual pupil need.	SENDCo SLT Computer lead Class teachers Teaching assistants	Ongoing	Pupils can access learning, record ideas and communicate using appropriate technology and visual supports. Staff make effective use of assistive technology as part of everyday adaptive teaching.	Ongoing

To ensure all children feel included and supported at playtimes.	• Provide structured play opportunities led by identified adults where needed. • Use playground rules, visual supports and agreed routines to support inclusion. • Offer supported playtimes for pupils with complex needs where appropriate. • Use reflection zones and regulation spaces to help pupils manage emotions and return to play safely. • Monitor pupil voice and lunchtime observations to identify barriers to participation. • Ensure reasonable adjustments are made for pupils with physical, sensory, communication or SEMH needs. • Learning Mentor available to support during unstructured times.	SLT SENDCo Learning Mentor Lunchtime supervisors	Ongoing	Pupils are included in playtimes and have access to safe, supported and meaningful social opportunities. Adults understand how to support regulation and positive peer interaction.	Ongoing
Ensure that breakfast, lunchtime and after-school clubs are accessed by all pupils.	• Review club registers to monitor participation of pupils with SEND and disabilities. • Work with families to identify barriers to attendance and agree reasonable adjustments.	Club leaders Head of School SENDCo SLT Office staff	Ongoing	Pupils with SEND and disabilities have equal access to wider school opportunities. Adjustments are made so pupils can participate in clubs safely and successfully.	Ongoing

	• Ensuring information about clubs is accessible to pupils and parents. • Provide adult support, adapted equipment or adjusted activities where needed. • Ensure selection and application processes are fair, transparent and inclusive.				
Ensure that all school trips are accessible for pupils with learning, sensory, communication, SEMH or physical disabilities.	• Plan trips well in advance and consider accessibility at the earliest stage. • Complete pre-visits wherever possible to check access, sensory demands, toileting, transport and medical arrangements. • Complete risk assessments and individual plans for pupils requiring additional support. • Ensure staff understand expectations, reasonable adjustments and individual pupil needs before the visit. • Use relevant external guidance where physical disability access needs are identified. • Gather pupil and parent views before and after trips to inform future planning.	Trip leader Educational Visits Lead SENDCo	Ongoing	Planned visits are inclusive and pupils with SEND or disabilities can participate safely alongside peers. Learning from each trip informs future accessibility planning.	After a visit has taken place.

Planning duty 2: Physical environment

	Objectives	What	Who	When	Outcome	Review
	Improve access for pupils who may have difficulty moving safely and independently around the school.	• Ensure care plans are in place for pupils with mobility, medical or physical access needs. • Complete and review Personal Emergency Evacuation Plans for pupils who require additional support to leave the building safely. • Complete individual risk assessments where mobility, physical access or medical needs create additional risk. • Identify reasonable adjustments needed for corridors, entrances, classrooms, toilets, dining spaces, playgrounds and shared areas. • Work with parents, the school nurse and external	Head of School SENDCo School Nurse Premises and Facilities Manager	Ongoing	Pupils with mobility, medical or physical access needs can move safely around the school and access key areas alongside peers. Staff understand agreed procedures and reasonable adjustments.	Annually & when need changes.

	professionals to ensure access arrangements reflect current pupil need. • Ensure relevant staff are aware of care plans, PEEPs, manual handling guidance and emergency procedures.				
Classrooms are organised to promote participation, independence and regulation for all children.	• Review classroom layout to ensure clear routes, accessible resources and appropriate seating arrangements. • Use classroom sensory audits to identify environmental barriers such as noise, lighting, clutter, visual distraction or movement demands. • Seek advice from CAT, OT or other external professionals where sensory, physical or communication needs impact access. • Ensure regulation stations, individual workstations, visual supports and adapted furniture are available where needed. • Use the whole-school provision overview, updated termly by class teachers, to identify pupils requiring environmental adjustments.	Class teachers SENDCo Outside Professionals	Ongoing	Learning spaces are accessible, purposeful and supportive of pupils' independence, participation and regulation. Environmental adjustments are consistent with individual pupil needs.	Ongoing

	• Ensure classroom resources are positioned so pupils can access them as independently as possible.				
Learning environments for pupils with visual impairments are accessible and responsive to individual need.	• Use advice from specialist teachers where pupils have identified visual needs. • Ensure pupils are seated appropriately according to lighting, glare, board visibility and access to adult support. • Provide appropriate resources such as enlarged print, coloured overlays, magnifiers, adapted paper or high-contrast materials when needed. • Consider colour contrast, clear signage, clutter-free spaces and safe movement routes. • Share individual access strategies with staff so resources and presentation are consistent across the day.	Class teachers SENDCo Specialist sensory impairment services	Ongoing	Pupils with visual impairments can access learning materials, classroom spaces and shared areas safely and confidently. Staff understand and apply agreed visual access strategies.	Ongoing
Learning environments for pupils with hearing impairments are accessible and responsive to individual need.	• Use advice from the Teacher of the Deaf where pupils have identified hearing needs. • Ensure pupils are seated appropriately to support	Head of School SENDCo Teacher of the Deaf Class teachers	Ongoing	Pupils with hearing impairments can access teaching, instructions and wider school communication more effectively.	Ongoing

	listening, lip-reading, visual access and adult interaction. • Reduce unnecessary background noise where possible, including consideration of fans, printers, computers and classroom layout. • Ensure management plans are in place and shared with relevant staff. • Train staff in the use of hearing aids, cochlear implants, batteries or any specialist equipment where required. • Maintain access to Sound Field Systems and the hearing loop in reception where appropriate.	Building and Premises Manger		Staff understand how to support hearing access and equipment use.	
Washing and toileting facilities are accessible to pupils with physical, sensory, medical or personal care needs.	• Maintain accessible taps, adapted handwashing facilities, steps and automatic soap where required. • Review toilets and handwashing areas to ensure pupils can access washing facilities as independently and safely as possible. • Ensure staff report any barriers, faults or access concerns promptly to the	Building and Premises Manager Head of School SENDCo	Ongoing	Pupils can access washing and toileting facilities safely, with dignity and as independently as possible.	Ongoing when need arises

	Building and Premises Manager. • Use pupil need, care plans and parent/staff feedback to identify further reasonable adjustments.				
Ensure pupils with physical disabilities can access appropriate classrooms and learning spaces.	• Review classroom allocations each year and when pupil needs change. • Consider ground-floor access, accessible routes, toileting facilities, changing facilities and access to shared spaces when allocating classrooms. • Move classes or teaching spaces where necessary to remove physical barriers. • Ensure staff understand alternative routes and arrangements where full access is not available. • Record any access concerns through the annual accessibility audit and action planning process.	Executive Team SENDCo Class teachers Trustees	Annually	Pupils with physical disabilities can access appropriate classrooms, learning spaces and shared areas. Classroom allocation decisions take account of accessibility needs.	Annually at transition Ongoing
Changing facilities support pupils who may have a disability, medical need or require personal care.	• Maintain access to the shower room, changing bed and personal care resources in EYFS/Year 1. • Ensure personal care plans are in place where pupils require intimate care,	SLT SENDCo Medical Officer Site Manager Class teams	Ongoing	Pupils who need personal care can access safe, hygienic and dignified changing facilities. Staff understand agreed care routines and equipment use.	Annually

	- changing support or medical routines. - Ensure staff supporting personal care are trained, confident and aware of dignity, privacy and safeguarding expectations. - Review equipment, hygiene resources and space requirements when new needs are identified.	EYFS Leader SENCO Building and Premises Manager			
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Planning duty 3: Information

	Objective	What	Who	When	Outcome	Review
	To ensure staff can access and use information about	Update staff training annually for EpiPen, asthma, epilepsy, diabetes and other	Head of School	Ongoing	Staff are aware of procedures and know how to act in an emergency situation.	Annually or when need changes

pupils' medical conditions, care needs and emergency procedures.	specific medical conditions as required. • Ensure individual healthcare plans, care plans and emergency procedures are shared with relevant staff. • Update the Medical Conditions Policy annually and ensure parent/carer medical information is gathered and reviewed. • Ensure staff know where medical information is stored and who to contact if information changes. • Provide child-friendly medical information where this supports pupil understanding and independence. • Ensure supply staff and new staff receive essential medical information as part of induction.	Medical Officer School Nurse		Pupils with medical needs are supported safely and consistently across the school day.	
Ensure written information is accessible to all parents and carers.	• Provide key school information through the website, text messaging, letters, email and office communication. • Keep the parents' section of the website up to date with policies, class information and key school documents.	Head of School SENDCo External advisers where required	Ongoing	Parents and carers can access key school information in a format they can understand and use. Communication with families is inclusive, timely and responsive to need.	Annually

	• Continue to identify the languages spoken by families and use translation support where needed. • Provide information in alternative formats where required, including large print, simplified wording, translated text, verbal explanation or hard copies. • Ensure the design and layout of written information is simple, clear and as jargon-free as possible. • Hard copies of the Accessibility Plan and key policies are available from the school office upon request. • Seek advice from external services where a parent or carer requires specialist accessible formats.				
Ensure the school website is accessible to pupils, parents, carers and visitors with SEND or accessibility needs.	• Audit the school website annually for readability, simple navigation and access to key information. • Ensure key documents are available in accessible formats wherever possible. • Use clear headings, plain language and consistent layout on website pages.	Executive Headteacher Head of School SENCO Phase Leaders	Ongoing	The school website provides accessible, accurate and up-to-date information for the school community. Families can locate and understand key information about provision, policies and school events.	Annually

	• Ensure website content can be translated using available translation features. • Review uploaded documents to ensure they are current, relevant and easy to locate.				
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