



**The Vineyard
Accessibility Plan**

Approved by: Resources Committee 03.02.2026

Date: 01.02.2026

Next review due by: February 2028

Vision

The Vineyard School promotes a positive attitude towards inclusion and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is reflected in the school's accessibility strategy, which encourages a proactive approach to improving access for pupils with disabilities. In line with the Public Sector Equality Duty (PSED), as set out in the Equality Act 2010, The Vineyard School gives due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not [1].

This duty is central to all of the school's functions and decision-making and is embedded within the accessibility strategy. The school publishes information to demonstrate its compliance with this general duty and sets measurable objectives to achieve these aims [1][2].

The strategy has regard to the duties as outlined in the Equality Act 2010 and, in particular, the main duties to:

- Not treat disabled pupils and/or staff less favourably for a reason related to their disability.
- Make reasonable adjustments for disabled pupils and/or staff so they are not at a substantial disadvantage [1][2][3].

The accessibility strategy outlines the steps the school is taking to improve access for pupils and/or staff with a disability. The strategy aims to promote a proactive approach by:

- Ensuring that the rights of pupils and/or staff with disabilities are upheld.
- Supporting the aims and aspirations of pupils and/or staff with a disability.
- Improving access to information, curriculum, and the environment.
- Creating a positive attitude towards disability and challenging negative perceptions.
- Developing a culture of awareness, acceptance and inclusion [1][4].

Many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal day-to-day activities. Pupils with learning difficulties, as well as pupils and/or staff with conditions such as autism or ADHD, physical disabilities, mental health conditions, and difficulties with hearing and sight, are likely to be protected by the Act [1][5].

For more information, see: [Definition of disability under Equality Act 2010](#) [5].

Consultation and Co-production

We actively seek feedback through surveys, forums, and regular meetings. The school is committed to co-production, involving stakeholders in the development, publication, and review of both the accessibility strategy and the Local Offer, in line with statutory guidance. This approach is supported by the SEND Code of Practice, which requires schools and local authorities to involve disabled children and young people, and their parents, in all stages of planning and reviewing provision [1][6].

The accessibility action plan has been produced by The Vineyard School in consultation. It sets out how we plan to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils and/or staff to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils and their families [1][7].

The plan includes arrangements for regular review (at least every three years) and reporting against agreed, measurable objectives. The Headteacher, School Business Manager, Designated Safeguarding Leads, and SENCo have contributed to this policy. The responsibility for monitoring this plan rests with the SENCo and headteacher.



1. Accessibility Strategy Action Plan – Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

No.	Action/Area	Current Position / Good Practice	Actions	Lead/Timescale	Outcome/Monitoring
1	Physical Access (Entrances, Movement, Parking)	Ramped access to the main entrance and other key areas; all steps and changes in level are clearly marked. Two disabled parking bays are clearly allocated and prioritised for those with mobility impairments.	Conduct termly checks of ramps, handrails, marking, and signage. Review allocation of disabled parking on an annual basis, ensuring priority for disabled pupils, staff and visitors.	Site Manager, SENDCo – termly/annual	All site users with disabilities have safe access and parking; feedback from users informs ongoing improvements.
2	Accessible Toilets and Changing Facilities	At least one accessible toilet and changing area; maintained in good working order; appropriate signage.	Included in weekly premises check. Review annually with disabled users for suitability and make adjustments if required.	Site Manager – weekly/annual	Facilities remain suitable and available; any new needs are identified and addressed.
3	Evacuation and Emergency Arrangements	PEEPs (Personal Emergency Evacuation Plans) in place for relevant pupils, staff and visitors; all emergency routes accessible and regularly checked.	Review PEEPs annually or as needs change; test evacuation routes in termly drills; update signage and train staff.	SENDCo , Site Manager – ongoing	Disabled users can evacuate safely; drills confirm arrangements are effective.
4	Curriculum Access (Physical Environment)	Learning environments adapted for individual needs (e.g. adjustable desks, blinds, soundfields, visual markers); reasonable adjustments made for visits, clubs, and activities.	Audit classroom and communal spaces annually for accessibility; consult pupils and parents on access to extra-curricular activities.	SENDCo , Teaching Staff – annual	All pupils can access learning and activities; feedback is used to improve provision.

5	Information and Signage	Key areas (entrances, accessible toilets, evacuation routes) are clearly signed; large print and visual markers available; braille/tactile signage considered where required.	Audit signage twice a year; consult visually impaired users; update as needed.	Site Manager – biannual	Information is accessible to all; improvements are made based on consultation.
6	Play and Recreational Areas	Main playground and at least one piece of play equipment accessible; alternative provision for those who cannot use standard equipment.	Audit equipment annually; add accessible play features as funding permits; consult users.	SENDCo , Site Manager – annual	All pupils can access play/recreation safely; improvements made where gaps are identified.
7	Medical/First Aid Access	Medical room located on an accessible route and equipped for disabled users.	Review annually; consult with families of children with medical needs.	SENDCo , Site Manager – annual	Medical facilities accessible; any barriers addressed promptly.
8	Training and Awareness	Staff receive annual training on accessibility, reasonable adjustments, and supporting pupils with disabilities.	Schedule annual CPD; include in induction for new staff.	Headteacher/SEN Co – annual/ongoing	Staff are confident in supporting disabled users; feedback informs future training.
9	Ongoing Review and Consultation	Accessibility action plan reviewed annually; feedback sought from disabled pupils, staff, parents and visitors.	Annual review meeting; termly feedback survey; action plan updated based on findings.	Headteacher/SEN Co – annual/termly	Action plan remains relevant and effective; continuous improvement.
10	Further Action to be taken	The channel used to irrigate the school field currently requires a hose, which creates a possible tripping hazard.	Action postponed until further notice. Risk is acknowledged and will be reviewed at each site safety inspection.	Site Manager (SBM) – until further notice	Health and safety maintained; risk will be reassessed periodically and actioned promptly when feasible.

2. Accessibility Strategy Action Plan – Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

No.	Action/Area	Current Position / Good Practice	Actions/Any Further Action Required	Lead / Timescale	Outcome / Monitoring
2.1	Sensory Room & Emotional Wellbeing Support	Sensory Rooms in both buildings; emotional wellbeing support provided when required	Regular review of equipment and use	SENDCo – ongoing	Pupils have access to safe, calm, quiet spaces and strategies to help manage emotions and sensory needs
2.2	Soundfield Systems	Soundfield systems rented as needed for individual pupils	Assess and provide as required	SENDCo, SBM – as needed	Pupils with hearing impairment have improved access to classroom learning
2.3	Devices and Assistive Technology	iPad Pros, Chromebooks, laptops allocated and tailored to specific pupils' needs	Ongoing review and allocation	SENDCo, IT Technician, SBM – ongoing	Pupils with SEND can access the curriculum and learning resources
2.4	Staff Training for Curriculum Adaptation	Training provided for staff to deliver adapted materials for complex needs	Ongoing, as needs are identified	SENDCo – ongoing	Pupils with complex needs access a bespoke, developmental curriculum
2.5	Visual Timetables	Visual timetables displayed in all classes	Maintain and update as necessary	SENDCo – ongoing	All pupils can understand routines, transitions, and preparations for change

2.6	Calm Corners	Calm corners provided in all classrooms	Maintain provision and monitor usage	Class Teachers, Phase Leaders – ongoing	Pupils can independently self-regulate within the classroom environment
2.7	Dyslexia-Friendly Approaches	Teachers trained in, and required to use, dyslexia-friendly strategies in displays, teaching aids and presentations	Ongoing training and monitoring	Headship Team, SENDCo – ongoing	All pupils and staff can access visual learning, resources, and information
2.8	Speech & Language Therapy Support	On-site Speech & Language Therapist holds regular staff consultation clinics	Maintain provision; ensure regular staff access	SENDCo – ongoing	Staff can access specialist advice to support pupils' language development
2.9	Movement Breaks & Sensory Diets	Movement breaks and sensory diet exercises provided during class sessions	Continue provision; monitor effectiveness	SENDCo – ongoing	Pupils with sensory needs are supported to self-regulate for better learning outcomes
2.10	Inclusive PE Equipment	Specialist equipment provided for inclusive PE opportunities	Regularly review needs and provision	SENDCo, PE Lead – ongoing	Pupils with SEND can access the PE curriculum alongside peers
2.11	External Advice and Support	Advice is sought from a wide range of external services (e.g., OT, Physio, VI/HI teams, Educational Psychologist)	Continue partnerships and act on recommendations	SENDCo – ongoing	Reasonable adaptations and specialist input enhance the learning environment
2.12	Anti-Bullying & Harassment Prevention	Whole school approach to anti-bullying, including SEND-based bullying; accessible reporting systems	Regular review via pupil voice and safeguarding audits	DSL, SENDCo – ongoing	SEND pupils feel safe, respected and included in all curriculum activities

School trips, visits and events

This section outlines how the school removes barriers and makes reasonable adjustments so that pupils with SEND can participate fully in school trips, residential, after-school clubs, and other extra-curricular activities. Where events are organised by external or volunteer-led groups and take place on the school premises, the school will provide a copy of this information to support understanding of expectations and responsibilities in relation to accessibility and inclusion.

No.	Action/Area	Current Position / Good Practice	Actions/Any Further Action Required	Lead / Timescale	Outcome / Monitoring
2.15	School visits	Reasonable adjustments are made to enable pupils with SEND to attend, e.g., parents/carers may attend, alternative travel (taxi). Specific adjustments are recorded on risk assessments.	Ongoing review; ensure all adjustments are reflected in risk assessments	SENDCo, Headship Team, Class Teachers – ongoing	Pupils with SEND have equitable access to all school visits
2.16	School residential trips	Reasonable adjustments are made to enable participation, e.g., parents/carers can attend, specialist equipment provided	Ongoing; review after each residential	Class Teachers, Headteacher, SENDCo – ongoing	Pupils with SEND are included in all residential trips
2.17	Accessibility risk assessments	Accessibility risk assessments are completed with pupils and parents prior to residential trips, e.g., individual venue visits	Continued engagement with parents/carers and venue staff	Class Teachers, Headteacher, SENDCo – ongoing	Reasonable adjustments planned and agreed with parents; staff are aware of each pupil's access needs
2.18	After school clubs and events	Reasonable adjustments for after-school clubs and school events may include consideration of adaptations such as themed quiet spaces, early access or opening to support sensory needs, and adjustments to queuing arrangements.	Ongoing review and communication with event organisers	PE and Extra-Curricular Lead – ongoing	Pupils with SEND have equitable access to after school clubs, school events and Sports Days

Behaviour and policies

This section outlines how the school's behaviour policy and associated practices are adapted and used to support the wide range of needs within the school, particularly for pupils with SEND.

No.	Action/Area	Current Position / Good Practice	Actions/Any Further Action Required	Lead / Timescale	Outcome / Monitoring
2.19	Adapting policies for individual needs	Behaviour policy and other relevant policies are adapted for individual pupil needs where appropriate.	Continue to monitor relevant policies.	SENDCo – ongoing	Individual needs are taken into account in behaviour incidents; reasonable adjustments are included ¹ .
2.20	Quiet space at break times	Quiet space is accessible to pupils who may find busy/unstructured times overwhelming.	Ongoing review and monitoring	SENDCo – ongoing	Pupils have a safe environment, develop play skills, and enjoy happier break times .
2.21	Adult-led games at lunchtimes	Regularly provided to encourage play and social interaction.	Continue provision, ongoing review	SENDCo – ongoing	Pupils develop social interaction skills, understand play rules and social expectations .

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This section covers how the school makes information accessible for disabled pupils and their families, including the publication and accessibility of the SEND information report, opportunities for pupil and parent voice, and the use of accessible formats.

No.	Current Good Practice / Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families have easy access to clear information regarding the support available for children with SEND	School to publish a SEND information report that is clear and answers key parent questions. Reviewed annually. Published on school website and available in accessible formats on request. All communication intended for a wide audience will be in plain English.	SENDCo, Headship Team	Ongoing	SEND pupils and their families are informed and empowered
3.2	Pupils at SEND support and with EHCPs have a voice and can communicate their views, wishes and aspirations in an accessible and creative way	Person-centred annual reviews and regular review meetings throughout the year.	SENDCo	Ongoing	SEND pupils and their families are informed and empowered
3.3	Families have a voice	The family questionnaire includes questions about SEND and our provision. Termly coffee mornings for SEND families.	SENDCo & Inclusion Lead	Annually	SEND pupils and their families are informed and empowered

References

[1] SEND Code of Practice: 0 to 25 years

- Introduction, xx–xxii; para 1.1, 1.20, 4.7–4.13, 4.29–4.31, 6.8–6.9
[SEND_Code_of_Practice_January_2015.pdf]

[2] Equality Act 2010: Advice for schools

- Overview of duties and reasonable adjustments
[<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>]

[3] Governance Handbook (2023)

- Section 6.5.11 (SEND), legal duties and oversight, and responsibilities for compliance
[Governance_Handbook_FINAL.pdf]

[4] Suspension and Permanent Exclusion Guidance (2023)

- Statutory duties, reasonable adjustments, and eliminating discrimination
[Suspension_and_permanent_exclusion_guidance_september_23.pdf]

[5] Definition of Disability under the Equality Act 2010

- [<http://www.gov.uk/definition-of-disability-under-equality-act-2010>]
[Travel_to_school_for_children_of_compulsory_school_age.pdf]

[6] SEND Code of Practice

- Co-production and consultation (paras 4.7–4.13)
[SEND_Code_of_Practice_January_2015.pdf]

[7] SEND Code of Practice

- Accessibility plan requirements (xx–xxii), review and publication (paras 4.29–4.31), and information for families (paras 4.61–4.62)
[SEND_Code_of_Practice_January_2015.pdf]

