



Accessibility Plan 2026

Signed: _____ Chair of Governors

Date ratified: January 2026

Review: January 2029

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1. 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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Talbot, we are committed to creating a **welcoming and inclusive community** where every child is valued and respected, regardless of sex, race, belief, physical disability, or learning difficulty. Our accessibility plan reflects our mission to **go beyond expectations**, ensuring that all students—particularly those with a wide range of learning difficulties, autism, and profound or complex medical and educational needs—can thrive.

We celebrate achievement through a **personalised curriculum** that nurtures individuality, promotes independence, and prepares students for adulthood and the opportunities beyond school. By challenging barriers and fostering accessibility, we aim to empower every learner to make choices, build friendships, and succeed in ways that exceed expectations.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

We have included a range of stakeholders in the development of this accessibility plan, including Vinci, parents/carers, staff and governors of the school.

2. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> • We offer a personalised and differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources are well adapted and age appropriate for use by students with learning difficulties. • Individual students may be assigned a resource or intervention as part of a personalised approach to learning, e.g. use of communication device/ sensory diet. • Learning stories are tracked for all students • EHCP outcomes are set effectively and are appropriate for all students 	<p>The curriculum offer is clearly identified per pathway</p> <p>The content and delivery of the curriculum is relevant to students and embeds knowledge, skills and understanding</p> <p>The curriculum provides opportunities for students' to develop their social, communication and independence skills and prepares students for adulthood</p> <p>The wider curriculum prioritises and celebrates the individual differences within our school and wider community</p>	<p>Audit needs of students</p> <p>Review curriculum offer for each Pathway in school</p> <p>Develop curriculum maps that clearly outline the learning objectives and expected outcomes per pathway</p> <p>Review and adapt curriculum themes annually to ensure relevance and engagement.</p> <p>Embed careers education at Post 16 and extend into Y7-11</p> <p>Review accreditation</p>	<p>DHT Quality of Provision</p>	<p>Progress reported by July 2026</p>	<p>Teaching & Learning Policy drives practice in each Pathway</p> <p>Provision and curriculum is matched to student needs</p> <p>Curriculum documentation clearly details progression of skills, knowledge and understanding</p> <p>Assessment information informs future practice and provides a picture of students learning over time</p> <p>Accreditation is relevant and purposeful for students and supports next steps</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD PERSON	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Use of mobile and ceiling hoists to promote the safer moving and handling of students • Activity areas at wheelchair accessible height eg adjustable sinks/ hob for food technology • Wider classroom door openings to allow ease of movement • Automatic door openings / button door openings 	<p>Improve accessibility in classroom environments</p> <p>Improve accessibility in Memorial Garden / pond area</p> <p>Improve accessibility to physio / OT input at The Bridge</p>	<p>Regular Health & Safety walks – Vinci</p> <p>Report issues to Vinci</p> <p>Liaise with physio / OT and other health professionals</p> <p>Work alongside Seven Hills and with LA to develop appropriate space at The Bridge</p> <p>Work with Vinci to replace classroom furniture to be appropriate to the needs of students and develop outside spaces</p>	<p>Headteacher / Business Manager</p>	<p>On-going</p> <p>(The Bridge adaptations to be completed by March 2026)</p>	<p>The physical learning environment enhances the provision and supports quality first teaching and learning securing best outcomes for students</p>

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<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources (available on request) • Pictorial or symbolic representations • Objects of reference • Communication Profiles to inform adults how best to communicate with students • Staff are trained and experienced in supporting student accessing information through a Total Communication approach. 	<p>Update internal signage to help keep students safe and provide visual support</p>	<p>Liaise with SALT & Communication Team</p> <p>Ensure all rooms have correct signage</p> <p>Ensure all class bases have the correct signage and photos</p>	<p>Assistant Headteachers</p>	<p>Annually at the start of the school year and updated as required</p>	<p>All internal classroom doors will display the correct classroom information including names and photos of the staff and students to improve student navigation around the school.</p> <p>Signage supports students to be safe and to make appropriate choices</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

It will be approved by the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy