



Gloverspiece Minifarm & School



Accessibility Plan

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Vision Statement

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 will be reviewed every 3 years or where operational needs dictate and approved by the Proprietors of the schools’ group.

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.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition, or other access needs.
- To improve the physical environment of our schools to increase the extent to which pupils, staff, and other members of the school’s communities with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers, and other members of the schools communities.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. 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 Accessibility Plan is structured to complement and support all of our school’s Equality Objectives and will similarly be published on our website. We understand that the Local Authority will monitor all of our school’s activity under the Equality Act 2010 (in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan will be published on our website. The schools will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by The Independent Schools Inspectorate during the inspection processes in relation to Schedule 10 of the Equality Act 2010.



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2) Gloverspiece School, Dilmore and The Gate House are 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 adhering to the principles of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support, and awareness within our schools.

3) The Gloverspiece School, Dilmore and The Gate House's Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Gloverspiece School, Dilmore and The Gate House's Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the schools such as participation in leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time-frame (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the schools, adding specialist facilities as necessary – these cover improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe.
- Where needed, adapt the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include adaptations to 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 timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the Schools, which remains the responsibility of the Proprietor and Senior Leadership Team. It may not be feasible to undertake all 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 schools prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.



7) Equality Impact Assessments will be undertaken as and when the schools policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to our schools. For parents and carers of children already at one of the schools, we ask parents to keep us informed of any changes to the information they have provided.

Physical Environment

There are no areas of the schools to which disabled pupils have limited or no access. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present challenges, for example lunch and break times for pupils with social/interaction impairments, and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

All of our school's are each housed in 1 separate single storey buildings. All entrances to the schools are either flat or ramped and all have wide doors fitted. Whilst we acknowledge that the size of the schools site could potentially present challenges when moving between areas, we make reasonable adjustments as the need arises. Our schools have dedicated visitor parking and suitable arrangements for disabled visitors are made when appropriate. There are disabled toilet facilities available, these are fitted with a handrail and a pull emergency cord at Gloverspiece and The Gate House. All schools have internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review



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- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their child's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.

Complaints

Wherever possible, the schools collectively work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with by the Headteacher.