

# Accessibility Plan

<b>Staff reviewer:</b>	<b>Date:</b>	<b>Share with link governor for awareness:</b>	<b>Next review date:</b>
Yasmin Trevelyan	November 2025	Lewis Day	November 2027

## 1 Purpose

Under the Equality Act 2010, all schools are required to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities are able to participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to make better use of the education, benefits, facilities, and services provided.
- Enhance the availability of accessible information for pupils with disabilities.

At Exeter Mathematics School, we are committed to treating all pupils fairly and with respect to support every student to fulfil their potential, make strong progress, and experience positive well-being. This means ensuring equal access and opportunity for every student, without discrimination of any kind. Our Accessibility Plan is developed in line with current statutory guidance, including the Equality Act 2010, the SEND Code of Practice, and Keeping Children Safe in Education.

We are dedicated to a student-centred approach that brings together students, families, school staff, and relevant external professionals to plan and deliver inclusive, high-quality provision. This collaborative approach ensures that support is responsive to individual needs, consistent across the school, and promotes equal access to learning and social participation.

This plan also ensures that all staff understand their responsibilities in promoting accessibility and are equipped to identify and remove barriers to learning, participation, and achievement - creating an inclusive and supportive school environment for all.

This Accessibility Plan is written in association with our existing policies and procedures, including, but not limited to, the following: SEND Policy, Supporting Students with Medical Needs and Disabilities, Child Protection and Safeguarding Policy and SEND Information Report.

Our school's complaints procedure is applicable to the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2 Action Plan

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

Aim	current good practice  Include established practice, and practice under development	actions to be taken	Person responsible	date to complete actions by	success criteria
Increase access throughout the school for wheelchair users	<p>Our school is a listed building; therefore, there are limitations as to what changes we can make.</p> <p>Students should be able to access their designated classrooms to ensure they have access to all lessons, extracurricular clubs, and social areas.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Removing obstacles in corridors</li> <li>• Timetable adaptations to ensure accessible rooms are used.</li> <li>• Whiteboards at varying heights</li> <li>• Bell to ring for assistance in difficult to navigate areas</li> </ul>	<p>Undertake an audit of the physical environment throughout the school.</p> <p>Develop a phased plan for improvements, such as installing ramps or modifying classrooms.</p>	Yasmin Trevelyan and Grace Strachan	December 2025	<p>Students in a wheelchair do not have to flag that they can't access an assigned room.</p> <p>Students report that they can move around the building without concern.</p>

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Support neurodivergent students' concentration	<p>Some students with ADHD, autism, or other neurodivergent conditions may struggle with concentration, sensory regulation, and comfort in the classroom.</p> <p>Some students have access to fidget tools, self-regulation tools that they have purchased themselves.</p>	Purchase classroom tools such as wobble cushions, fidget tools, weighted blankets, and noise-cancelling headphones to help students self-regulate and focus during lessons.	Pastoral/SEND team	March 2026	<p>Students report that they have access to self-regulation tools that meet their needs.</p> <p>Staff have an understanding of when and how a student can access the tools, and how to implement their use in the school.</p>

### 3 Associated Documentation

- SEND Policy,
- Support Students with Medical Needs and Disabilities,
- Child Protection and Safeguarding Policy,
- SEND Information Report.

### 4 Monitoring, Review and Evaluation

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head – Pastoral/SENDCo and the SEND Lead.