



Accessibility Plan 2023 2026

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

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

Children with SEND are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the academy do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

The academy believes that it is unacceptable to treat a person with a disability less favourably, for any available reason relating to the disability.

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

In working for excellence for all children the academy is committed to working in partnership with the Local Education Authority, in order to prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Our academy'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.

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

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND	Our academy offers a curriculum for all pupils, with scaffolding, support and challenge to ensure it is accessible to all	Ongoing monitoring of the curriculum to ensure it is meeting the needs of all learners	Deputy Headteacher, SENDCo and Subject Leaders	Ongoing	Curriculum is accessible by all learners, with any necessary adaptations implemented.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Yearly audit of resources to support SEND learners	SENDCo	July 2024	A record of all SEND resources is kept, along with details of where these resources are being used.
		Purchase of new resources to support additional needs as they arise or as children join the academy	SENDCo	Ongoing	Children have necessary resources to access the curriculum or to support learning
	Curriculum progress is tracked for all pupils, including those with a disability	Termly Pupil Progress meetings held to monitor progress of all children, including SEND learners	Headteacher	Termly	Progress of SEND children will be in line with academy expectations
	Targets are set effectively and are appropriate for pupils with additional needs	Yearly Target Setting for all children, including SEND learners, to ensure expectations for all children are high	Headteacher, Class Teachers	Autumn Half Term	Expectations for all children will be high, including those for SEND learners

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Disabled toilets and changing facilities 	Carry out and complete works to improve the disabled toilet facilities, including a height adjustable changing table, hoist and increasing space for staff to support.	Premises Officer, Business Manager, Headteacher and SENDCo	January 2024	The academy will have a larger disabled toilet area available, with improved facilities to meet the needs of disabled learners with severely reduced mobility
Improve the delivery of information to pupils with a disability	<p>Our academy 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 Pictorial or symbolic representations Sign language 	<p>Training and CPD for staff to increase understanding and awareness of how to meet the needs of children with SEND</p> <p>Ongoing training for more staff to be able to use Makaton</p>	<p>Headteacher, Deputy Headteacher and SENDCo</p> <p>Headteacher and SENDCo</p>	<p>Ongoing</p> <p>July 2026</p>	<p>Staff working alongside children with SEND will have the necessary skills and knowledge to support them with learning</p> <p>All staff will be trained in using Makaton, ensuring improved communication with non-verbal and EAL children, and those with social communication difficulties</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 Headteacher.

It will be approved by the Board of Trustees.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy