



Accessibility Plan

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Last reviewed on by:	12.08.2025	
Next review due by:	12.09.2028	
Approved by:	Headteacher	
Version:	2	

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1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, 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 staff and governors of the academy.

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 academy's 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.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our academy offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	All pupils with SEN to have placemats of key concepts Staff to meet pupils disabilities in class Secondary pupils to use zones of regulation Pupils with disabilities have the resources they need to access learning	Subjects to use key concept placemats to support learning All pupils to have an up to date SEN pupil profile All staff to have read pupils PIPs and barriers to learning SENDCO to deliver training about zones to staff and pupils Secondary sites to display zones SENDCO to ensure these resources are identified and purchased. SENDCO to ensure staff know how to use these resources and they are used	TLR Holders SENDCo SENDCo SENDCo	21.07.2027 July 2026 July 2026 July 2026	Pupils can access learning in class All pupils have a pupil profile in ARBOR that is known by all staff PIPs are working documents and staff add needs and strategies to these Pupils are able to identify their zone and communicate this with staff who have a range of strategies to address this Resources are purchased and used as they should be to aid in learning

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Ensure during the building expansion that access for pupils with disabilities suites movement in and out of the site	Disability access doors and routes to be planned for by architects	School Business Manager and Premises Manager	July 2028	The site is accessible for pupils with disabilities and meets requirements after the expansion
		Outside play areas meet the needs of primary SEN pupils and those with disabilities	SBM to cost a primary outside play area and have this installed	School Business Manager and Premises Manager	July 2028	The site has an engaging outside play area that SEN pupils can access
		More doors to be accessible via maglocks for swift access	SBM to cost the conversion of door locking systems	School Business Manager and Premises Manager	July 2028	Doors can be opened and locked swiftly not by having to unlock to open and lock again behind you

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Improve the delivery of information to pupils with a disability and SEN	Our academy uses a range of communication methods to ensure information is accessible. This includes: • Text messages • Letters • Phone call • emails	• Offer alternatives to written letters to pupils and parents • Use AI to produce written communication to parents with a variety of communication needs • Use timetable widgits for visuals	Respond to parental need when sending information home. Blogs/videos and recorded messages/ updates to be produced for the website as an alternative communication SENDCo to ensure that all classrooms use widgits as standard to show timetables for the day	Head of School Head of School SENDCo	21.07.26	Parents are able to access the information that we are providing home The website has a variety of styles of communicating updates All classrooms use timetable widgits daily and pupils refer to these

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Anti-Bullying Policy
- Behaviour Policy
- Pupil Information Packs (PIPs)