



Accessibility plan

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Contents

1. Aims 2

2. Legislation and guidance 3

3. Action plan 4

4. Monitoring arrangements..... 8

5. Links with other policies..... 8

Document Control

New version Number	Key changes from previous version	Date of ratification
	Policy aligned with trust schools	October 2025

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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing every student full access to the curriculum no matter their starting point or barriers to learning.

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 appropriate: pupils, parents, 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 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	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. G1 Supports students from yr7-yr11. We use resources tailored to the needs of pupils who require support to access the curriculum All students required specific support have detailed profiles that are shared on Edulink with all staff. Teacher are required to adapt their teaching to meet the needs of all learners 		<p><u>Short Term</u></p> <ul style="list-style-type: none"> Ensuring that Vista curriculum meets the needs of students with a disability so that activities offered can be accessed as much as it reasonably possible. All staff must be aware of the needs of students in their classes through use of one-page profiles shared on Edulink. Learning tasks are adapted accordingly and support strategies are implemented. <p><u>Medium Term</u></p> <ul style="list-style-type: none"> Professional partners are to be used to support the education of students with a disability where this would be of benefit. 	<ul style="list-style-type: none"> Regularly review participation of all vulnerable groups in all Academy activities e.g. extracurricular clubs, trips and visits and look for patterns of over or under representation SEND profiles to be reviewed at least termly and adapted based on guidance from external professionals. Curriculum Leaders to ensure teachers are using SEND profiles to plan for students in their classes Professional partners are involved in planning provision for students with a disability where this was a part of the care plan. 	<p>SLT/ Curriculum Leaders</p> <p>SENDCo</p> <p>Curriculum Leaders</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Continued access for all SEND profiles are up to date and include input from outside agencies Evidence provided through reviews of in-class practice

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AIM	CURRENT PRACTICE	GOOD	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"> • Elevator • Wide corridors and walkways • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Lessons timetabled downstairs when lift out of order 		<ul style="list-style-type: none"> • Continue to ensure that the Academy environment is kept in a good state of repair to enable easy access and Health and Safety for all. 	<ul style="list-style-type: none"> • Emergency plans to be followed in case of lift failure 	Site Team/ SLT	Ongoing	Students are able to access lessons in line with their peers

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<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 • Braille • Induction loops • Pictorial or symbolic representations • Adaptive learning • Quality first teachers • CPD events for teaching staff • Edumic usage • Powerpoints provided • Coloured paper 		<p><u>Medium term</u></p> <p>Continue to ensure that the varied needs of our community are met in terms of delivering key information in a format that is easy to access for the user.</p>	Regularly seek feedback from the Academy community on the information we share and the manner in which we share it	SLT	Ongoing	Positive evidence of engagement and meeting the varied needs of our community

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 Executive Headteacher

It will be approved by the Local Governing Board

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
- SEND policy
- Supporting pupils with medical conditions policy