

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions 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. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 auxiliary aids or adjustments to premises.

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

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	Our academy offers a differentiated curriculum for all pupils	Where required, appropriate adaptations are made to suit the needs of individual pupils i.e. use of ICT/technology (ipads), small group interventions, use of extra adult support (scribes) and external agencies. Writing slopes, ear defenders/ear loops and task management boards are also used.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia Assign CPD for Communication Needs Adaptive Teaching through 7C's Judith Carter Model	SENDCO and Teaching and Learning Lead	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation
		Classroom support staff have specific training on disability issues	Make sure software installed where needed i.e. Inprint	ICT		Wider use of SEN resources in classrooms

		Curriculum resources include examples of people with disabilities				
	To ensure that the curriculum is differentiated for all pupils	All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuro-inclusive practice.	SENDCO and Teaching and Learning Lead	On going	Increase in access to the national curriculum
	Ensure all staff are aware of disabled children's curriculum access	Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child Curriculum to be reviewed to make sure it meets the needs of all pupils	SENDCO and Teaching and Learning Lead	As required	All staff aware of individuals needs
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible	Ensure each new venue is vetted for appropriateness	V.P Co-ordinator Visits	As required	All pupils in school able to access all educational visits and take part in a range of activities
	Ensure PE curriculum is accessible to all	Current progress for all is checked and monitored. Use of adaptive teaching in lessons depending on ability.	Gather information on accessible PE and disability sports	Head of Faculty Performance	As required	All to have access to PE and be able to excel / participate in physical activity

		Targets in lessons are realistic, achievable and adapted for all needs to allow for success. Shift the focus to cooperation, participation, and personal growth. Celebrate individual progress and teamwork.	Seek disabled sports people to come into school			
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	The Academy is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	LSU can be accessed for students with medical or disability needs. Parents can drive through to the entrance.	To create access plans for individual disabled pupils as part of the ISP process when required Consider access needs during recruitment process Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions, finding out the access needs of parents/carers through newsletter	SENDSCO Regional HR Director Principal Principal	As required Recruitment process Induction and on-going if required Annually	ISP's in place for disabled pupils and all staff aware of pupils needs Access issues do not influence recruitment and retention issues All staff and governors feel confident their needs are being met Parents/carers have full access to all school activities

	Access to IT Facilities	Ensure accessibility of access to IT equipment Use of magnifying lenses and anti-glare lenses for the iPads installed	Alternative equipment in place to ensure access to all hardware Liaise with persons on information with regard to the visual impaired and hearing impaired pupils	ICT Technicians supported by SENDCO	August 2025	Hardware and software available to meet the needs of children as appropriate Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	Adapting the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height	Ramps have been installed leading to reception and the main building Disabled toilets are available in reception and the foyer Lessons re-roomed to suit needs of disabled pupils	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Principal/ Governors/ Estates Manager	As required	Re-design buildings are usable by all
	Escape routes in fire/ lock down	Emergency Evacuation Plan (PEEP) for all pupils with difficulties	Put in place Personal Emergency Evacuation Plan Develop a system to ensure all staff are aware of their responsibilities Make sure all areas of school can have wheelchair access	SENDCO SENDCO/ Principal	As required July 2025 On-going, as required and as appropriate	All disabled pupils and staff working alongside are safe in the event of a fire All disabled staff, pupils and visitors able to have safe independent egress
	Ensure hearing equipment in classrooms to support hearing impaired	Staff training using personal induction loops	Seek support from LA hearing-impaired unit on the appropriate equipment	LA hearing officers	Ongoing	All children have access to the equipment

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Improve the availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Personal induction loops	Provide information and letters in clear print in “simple” English Some welcome signs to be multi-lingual School office will support and help parents to access information and complete school forms	Office SENDCO School Office	During induction July 2025 On-going	All parents receive information in a form that they can access Confidence of parents to access their child’s education
	Written materials will be available in a variety of different supportive formats	The academy currently works in collaboration with the LA and Integrated Care Partnership to screen for visual impairments and conditions and ensures that written resources are available in a variety of fonts, sizes and colours to aid students' needs	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers. Provide alternative coloured paper and overlay gels	Principal SEN Team	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.

			Provide suitably enlarged, clear print for pupils with a visual impairment			
	Provide information in other languages for pupils or prospective pupils who may have difficulty with language	EAL transition can be accessed via the Learning Support Unit We use staff who speak languages to support students/families	Access to translators, sign language interpreters to be considered and offered if possible	LSU	On going	All students to receive information in a form they can access.

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.