



# Accessibility Plan

## Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)  
Owner: National Director of Primary

Date of Review: July 2025

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

## **Policy purpose**

This is a statutory policy which sets out E-ACTs obligations in relation to Accessibility at our Academy. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review, and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At E-ACT we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment, and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on the Trust and Academy website.

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disabilities (SEND) and Learning Policy and Information Report outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the E-ACT Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the Academy will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the Academy and Trust aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all students.
- Set high standards and targets for all students including those with a disability.
- Provide a safe and secure learning environment for all students.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all students are happy and fulfilled having a positive self-esteem.
- Equip all of our students with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in students to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

**Purpose of the plan:**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for students, prospective students, and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to students who are not disabled.

**Monitoring arrangements:**

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

**Links with other policies**

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

- Special Educational Needs and Disabilities (SEND) and Learning Policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

The academy's accessibility plan is resourced, implemented, and reviewed and revised, as necessary.

## Shenley Academy Accessibility Plan

**Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.**

### Academy context

Shenley Academy is situated in a three-storey building. There are disabled toilet facilities and changing area facilities in the hygiene room as well as a lift providing access to all floors. The exterior of the building features ramps to allow access to the MUGA. The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategy	Outcome	Time scale	Responsibility
Ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	All staff are clear on evacuation procedures for pupils.	Ongoing	Site Manager/Head teacher / SENCO
	Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.	Clear understanding of the individual needs to safely evacuate all people.	Ongoing	

	<p>Fire drills to ensure speedy evacuations and identify any issues.</p> <p>EVAC chair readily available via site team</p>	<p>Any issues to be addressed immediately and plans amended appropriately.</p> <p>All persons with disabilities able to access and evacuate areas of the buildings.</p>	<p>Termly/ Annually</p> <p>Ongoing</p>	
<p>To ensure the accessibility of all disabled persons.</p>	<p>All corridors, entrances to be kept clear of obstructions.</p> <p>Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.</p>	<p>Pupils and people with disabilities to be able to move around the academy safely.</p> <p>Improved access to learning environments for all pupils.</p>	<p>Ongoing</p> <p>Sept 2020</p>	<p>All staff/ Site manager</p>
<p>School environment to be fully audited to ensure maximum access and optimised learning environment for disabled students.</p>	<p>Learning environment to be fully audited with support of PDSS.</p>	<p>All teaching rooms to be fully accessible and developed to meet the needs of all disabled students.</p>	<p>Sept 2020</p>	<p>Site manager/SENCO/PDSS</p>

## Increasing the extent to which disabled students can participate in the academy's curriculum

### Academy context

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategy	Outcome	Time scale	Responsibility
<p>Increase confidence of all staff in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. Dyslexia/ASC/ Physical disabilities)</p> <p>CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.</p> <p>Support and coaching in planning and delivering lessons to children with SEND.</p> <p>Tier 1 ASC training for staff by Communication and Autism Team.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>SEND pupils needs are met and they are making at least expected progress in all subject areas.</p>	<p>Autumn term 2020 and Ongoing</p>	<p>SENCO</p> <p>Subject specific working parties</p>



<p>To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.</p>	<p>Staff training for tracking and monitoring progress</p>	<p>Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.</p>	<p>Autumn 2020</p>	<p>Headteacher SENCO Subject specific working parties</p>
<p>Ensure classroom support staff have specific training on disability issues.</p>	<p>Support Staff to access appropriate CPD for example physical disabilities support service</p> <p>Opportunities to work with outside agencies on how best to support children in their care.</p>	<p>Support staff are able to meet the needs of children in their care.</p> <p>A range of support staff will have specialist skills through training received. E.g. ASC level 1/2, speech and language, managing and writing support plans</p> <p>Support staff will have coaching opportunities with outside agencies on delivering effective intervention</p>	<p>Ongoing</p>	<p>SENCO</p>

<p>All educational visits to be accessible to all</p>	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual children.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place</p>	<p>Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>	<p>Ongoing</p>	<p>Trip coordinator</p> <p>SENCO.</p> <p>All staff involved in planning trips and supporting children on them.</p>
<p>To ensure PE is accessible to all and extra-curricular activities.</p>	<p>Full inclusion to participate in sporting activities.</p> <p>Staff to be aware of children's limitations and care plans to be shared with staff.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability.</p>	<p>Ongoing</p>	<p>All staff</p> <p>SENCO</p> <p>Trip coordinator</p>
		<p>Children with a disability to have the opportunity to participate in sporting events alongside children without disabilities.</p>		

**Improving the delivery of information which is readily accessible to students who are not disabled.**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date reviewed</b>
Review information to parents/carers and children to ensure it is accessible.	<p>Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille.</p> <p>Academy office will support and help parents to access information and complete academy forms.</p> <p>To use social media platforms to communicate more effectively.</p>	All parents will be able to access information and will be kept informed of relevant news.	Ongoing	Teachers Support staff SENCO Office Staff IT	
For information to be accessible for children with SEND needs.	Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for	Children with dyslexia and visual impairments to be able to access information delivered in class.	Ongoing	SENCO  All staff	

	children with dyslexia)  For information to be differentiated for children with learning needs or speech and language needs.	Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.			
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