

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 • Adaptive Teaching through 7C’s Judith Carter Model • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include	These are examples and should be tailored to the academy and the needs of staff, students and other stakeholders.	PDMS that explain to staff ways to differentiate the children’s work.			

	examples of people with disabilities • 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 make sure it meets the needs of all pupils					
	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 neuroinclusive practice.	SENDCO and AP T&L	Ongoing	Increase in access to the national curriculum for all children.
	All children accessing the curriculum at their level on a daily basis.	Subject leads have regular release time to monitor their subjects. Build in more time with the SENDCO as a next step.	Subject and area leads to monitor engagement and progress. All pupils making progress.	Subject leads and teachers SENDCO AP T&L	Half-termly monitoring	Progress is evident across the curriculum. Staff are able to talk confidently about their subjects and all learners.

			SENDCO and Principal to discuss half termly and identify areas of concern.			Children are happy in school and talk about their work.
	Curriculum adapted when areas for development are identified.	Staff are beginning to use the 7Cs with more confidence and this is started to be reflected in their planning.	Half-termly planning meeting for all staff – looking at the curriculum. Curriculum continues to be IT lead to explore appropriate for all learners.	Subject leads and teachers SENDCO AP T&L	Half-termly monitoring	Children are showing progress. Curriculum changes are relevant and having an impact.
	To explore multisensory ICT software to support learning.	IT lead (AQ) has delivered Purple Mash training, to demonstrate to staff the resources that are available to support all pupils.	IT lead to explore resources and work with SENDCO Curriculum continues to be appropriate for all learners.	SENDCO IT lead	Ongoing	Children are showing progress. Curriculum changes are relevant and having an impact.

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	e.g. Awareness of need	These are examples and should be tailored to the academy and the needs of staff, students and other stakeholders.				
	e.g. Access to IT Facilities					
	e.g. adapting the environment to suit need e.g. ramps, elevators, corridor					

services provided	width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height					
	e.g. Escape routes in fire/ lock down					
	e.g. hearing accessibility					
	e.g. lighting to facilitate effective signing (hearing/speech)					
	Ensure accessibility to IT equipment.	Use of magnifying lenses and anti-glare lenses for the iPads installed.	Research and implement the use of software to aid the visually impaired when using the iPads.	SENDCO IT Technician	August 2025	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	Further support staff with training on technology and practices developed to assist people with disabilities.	Area of development for NW. SENDCO to look into support from School Nursing service, CADMUS and North Star.	Additional training in supporting children with a visual impairment/ hearing loss as this is not a strength of ours as a school.	SENDCO IT Lead AP T&L	Ongoing	
	To provide information in all formats to promote full inclusion including dual language.	Staff build great relationships with parents and although we are an English speaking school, we embrace different cultures and languages and support families with this; translating where possible.	SENCO to liaise with outside agencies for support. SENCO to liaise with ATT – other school may have expertise.	SENDCO SLT	Ongoing as new identified needs emerge.	All parents can access all school information- including policies. All pupil can access information. Staff take ownership of their classes and areas of responsibility.

						Two-way relationship built up with parents.
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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 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 • Braille • Induction loops • Pictorial or symbolic representations					
	Consider: Students, different needs, adult needs, staff needs and parent/ carer needs					
	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	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts,	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.

		written resources are available in a variety of fonts, sizes and colours to aid students' needs.	written in accessible language for parents and carers.			
	Ensure all visitors, staff and pupils have equal and safe access to areas of the academy.	Alternative routes provided to gain entry to the library. Entrances to all classrooms are accessible to all. School corridors are accessible to all. Kitchen staff adapt menu to meet varying dietary needs and requirements.	SENCO to speak to admin staff to ensure that they are aware of possible barriers to access. Visitors are able to access all areas of the school building. Pupils are fully included in all areas. Liaise with admin staff to ensure that new starters with disabilities are identified and that all access areas are looked at with the SENCo. Consider the use of visual alarms for fire evacuation. Concerns are identified quickly and actioned. All staff aware of access within their own area of responsibility.	Admin Staff SLT All staff	Ongoing, as new visitors/pupils visit the academy.	Visitors are happy to take part in academy activities and can access all areas of the academy. Visitors can access all areas of the academy. Reduced anxiety for all visitors to the school and staff. All adults aware of their role in ensuring safe access.
	Identify pupils who have a disability prior to entry to the academy.	The attendance lead works closely with the SENDCO to ensure that all relevant information is gained from the family regarding the	Admin staff to ensure all information gathering is completed and shared.	Admin staff SLT All staff	Ongoing as pupils and visitors with needs arrive.	Pupils feel fully included in academy life and have access to all areas of the academy and curriculum.

		child and then passed on to the SENDCO. The SENDCO and the Nurture Lead (MW) conduct relevant home visits.	All stakeholders are aware of the needs of individuals- adaptations can be made involving all parties.			
	Complete a risk assessment for pupils with physical disabilities upon entry to the school.	All children who require them, have risk assessments and health care plans that are completed by AS (Academy manager).	Meeting to be arranged with parents/carers and SENCO prior to start date. Pupils are well catered for and their needs can be met safely and competently.	SENDCO Parents Carers	Ongoing	All pupils can access all areas of the academy safely.
	Enable access to all pupils with disabilities to all areas of the academy and the curriculum.	Alternative routes provided to gain entry to the library. Entrances to all classrooms are accessible to all. School corridors are accessible to all. Kitchen staff adapt menu to meet varying dietary needs and requirements. Teachers differentiate and use adaptive practice to meet the needs of all pupils.	Ensure all information is shared with staff and additional resources put in place if needed. Pupils will take part in all activities in and around school.	SENDCO All staff SLT	Ongoing	Full inclusion within the academy.

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.