



# Accessibility plan

**Approved by:** Nick Harrison

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**Last reviewed on:** October 2025

**Review Cycle:** Every 3 years

**Next review due by:** October 2028

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	8
5. Links with other policies .....	8

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## 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.



AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Exam access arrangements are put in place in accordance with JCQ regulations</li> <li>Technology is used to support students with disabilities as required such as use of immersive reader, voice recognition, word processor, coloured filters</li> </ul>		<p><u>Short term</u></p> <ul style="list-style-type: none"> <li>Exam access arrangements and technology provision to be reviewed on a half termly basis</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo to ensure appropriate identification and testing is in place</li> </ul>	SENDCo and Curriculum Leaders	Ongoing	<ul style="list-style-type: none"> <li>Students have appropriate exam arrangements in place</li> </ul>
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>Careers guidance is in place for all students including those with disabilities</li> </ul>	<p><u>Medium Term</u></p> <ul style="list-style-type: none"> <li>PSHE curriculum is reviewed termly to include information on disabilities and equality</li> </ul> <p><u>Long Term</u></p> <ul style="list-style-type: none"> <li>Suitability of the curriculum for the needs of all students, particularly those with a disability to be reviewed regularly</li> <li>Effective careers education and guidance to be offered to inform phase transitions.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to review PSHE curriculum to ensure key groups are represented</li> <li>SLT to review in liaison with the careers coordinator the careers curriculum and it meeting of the Gatsby objectives in providing careers guidance to students with disabilities</li> </ul>	<p>PSHE coordinators and SLT</p> <p>SLT and Careers Coordinator</p>	<p>Reviewed termly</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Disabilities and equality to be an integral part of PSHE curriculum</li> <li>Students with disabilities are engaged in all curriculum subjects</li> <li>Disabled students successfully transition to further education, training or employment – as evidence by NEET statistics</li> </ul>	

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Lessons timetabled downstairs when stairs are not accessible</li> <li>• Ramps where appropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to ensure that the College environment is kept in a good state of repair to enable easy access and Health and Safety for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency plans to be followed in case of lift failure</li> </ul>	Site Team/ SLT	Ongoing	Students are able to access lessons in line with their peers

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large-print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Adaptive learning</li> <li>• Quality first teachers</li> <li>• CPD events for teaching staff</li> <li>• Edumic usage</li> <li>• Powerpoints provided</li> <li>• Coloured paper</li> </ul>		<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>	<p>Regularly seek feedback from the College community on the information we share and the manner in which we share it</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Positive evidence of engagement and meeting the varied needs of our community</p>

#### **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

