

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	To ensure that the curriculum is differentiated 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 progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs	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.	SENCo Class teachers Teaching assistants	Ongoing	Continued access to the National Curriculum for all pupils

		The curriculum is reviewed to make sure it meets the needs of all pupils				
	To ensure that all pupils can access extra-curricular activities which are adapted to meet needs.	Approximately 90% of those with additional needs attend a school club. Resources will be adapted as needed to ensure a child can access the club.	Assess and adapt to meet needs	SENCO Club lead	As needed	Continued access to the National Curriculum for all pupils

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	To ensure the resources meet the needs of all pupils, including any individual needs.	Ramps have been installed to all external doors, so all areas are accessible. The corridors are wide enough for access by all users An accessibility toilet is available The academy is situated on one floor only Access Through Technology provide It equipment	Library shelves wheelchair height Research and implement the use of software to aid the visually impaired when using the iPads	SENCO Site supervisor SENCO IT dept	Sept 2025 As needed	All children will be able to interact with all aspects of the curriculum using adapted facilities as needed.

		tailored to meet needs of an individual Good lighting is provided throughout the building Antiglare is installed on ipads.				
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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	To ensure the accessible information meet the needs of all pupils, including any individual needs.	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	Induction loops	SENCO Consultant	As needed	All children will be able to interact with all aspects of the curriculum using adapted facilities as needed.
	To ensure the accessible information meet the needs of all adults, including any individual needs.	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	Written materials will be available in a variety of different supportive formats The academy would liaise in collaboration with the LA and Integrated Care Partnership to screen for visual impairments and conditions	SENCO	As needed	Delivery of Academy information to parent and carers, as well as the local community, is improved.

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.