Accessibility Plan 2026

Category	Compulsory under Equality Act 2010
Next Review Date	Every 3 years unless changes to legislation July 2029
Policy Availability	Academy Website
Officer Responsible	Principal

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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to identify the actions the school intends to take over a three-year period to increase access for those with a disability in three key areas:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of the school to increase the extent to which students with a disability can take advantage of education, facilities and associated services
- Improving the availability of accessible **information** to students with a disability

2. Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all staff, students and their families.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate which are supported by our core behaviours.



3. Aims

The key objectives of this plan are:

- To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students and prospective students with a disability
- To provide a caring and friendly environment without discrimination of any kind
- To provide resources to cater for the needs of individual students
- To promote and understanding of disabilities throughout the school

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.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school has included a range of stakeholders in the development of this accessibility plan, including students, families, staff and governors.

4. 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.

The school is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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

5. Monitoring arrangements

This document will be reviewed every **3** years

This document may be reviewed and updated more frequently if necessary and if changes to legislation require it.

This document will be approved by the individual school Standards and Performance Committee.

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to complete action	Success Criteria
Increase access to the curriculum for pupils with a disability					
To liaise with preschool providers and education establishments to prepare for the new and midyear transfer of pupils each year.	To identify pupils who may need adapted or additional provision.	Gather transition information from previous settings, arrange transition meetings where required, identify access needs early and ensure relevant staff are briefed before pupils start.	EYFS leader, SENCo, class teachers and SLT.	Preschool May to July Ongoing for mid year transfers.	Develop relationships so that appropriate provision can be put in place for when children start EYFS and ensure smooth transfer for midyear transfers.
To review policies to ensure they reflect inclusive practices and procedures.	To comply with the Equality Act 2010.	Review key policies as part of the policy cycle, check that inclusive practice is clearly referenced and update procedures where barriers to access are identified.	Principal, SLT and Standards & performance committee.	Ongoing	All policies clearly reflect inclusive practice and procedures.
To establish and maintain close liaison with outside agencies and	To ensure collaboration between all key personnel and sharing between the Academy and families is efficient.	Maintain regular communication with families and outside agencies, record advice	Principal, SLT, Teaching staff and outside Professionals.	Ongoing	Evidence that appropriate

families of pupils with additional needs.		received, share agreed strategies with staff and review provision through pupil progress and SEND review meetings.			considerations have been made.
Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support, lesson adaptations. Speech and language programmes. Access arrangements for assessments and National tests.	Use individual pupil information, assessment data and professional advice to plan adaptations, review support regularly and ensure access arrangements are applied consistently where required.	SENCo and class Teachers.	Ongoing	Needs of all learners met enabling positive outcomes.
Appropriate use of specialised equipment to benefit individual pupils and staff.	Coloured overlays for pupils with visual difficulty. Reading Rulers Specially, shaped pencils and pens for pupils with grip difficulty. Use of wedge / wobble cushions, chew toys and fiddle toys.	Audit available equipment, identify additional resources needed, ensure staff know how to use specialist equipment and monitor whether it is supporting pupil access and independence.	SENCo and class teachers and outside professionals.	Ongoing	Increase access to the curriculum. Needs of all learners are met.
Improve educational experiences for	Consult sensory support team. Use of magnifies, Braille keyboards, enlarged reading material. Radio aids, consider hearing loop, consult with Hearing	Seek advice from sensory support teams, implement recommended	All class teachers SENCo.	Ongoing	Increased access to the curriculum with staff trained on how to use equipment and the

hearing and visually impaired pupils.	Impairment team. Resources implemented for individual needs.	resources or adjustments, provide staff training where needed and review the impact of support with pupils, families and professionals.			learning experience of pupils enhanced.

Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
Improve and maintain access to the physical environment					
Improve the physical school environment.	The Academy will take account the needs of pupils and families with physical disabilities and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises such as Access, Lighting, colour schemes, Ramps, wheelchair accessible toilets, signage, parking bays and wheelchair access to enable visitors, families and pupils to access all areas.	Carry out regular site accessibility checks, consider accessibility in any refurbishment or improvement work, identify barriers and record actions taken to improve access where possible.	Principal and SLT	Ongoing	Evidence that appropriate considerations have been made where physical school improvements have been made.
Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs.	Create personalised risk assessments, Personal evacuation and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensuring actions including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Create and review individual access plans, risk assessments and evacuation plans, share key information with relevant staff and ensure emergency procedures are practised and understood.	SENCo, Principal, SLT and outside Agencies.	Ongoing	Inclusion for all pupils. Safe evacuation in an emergency.

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
Improve the delivery of information to students with a disability					
To enable improved access to written information for pupils, families and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Provide information in accessible formats when required, check statutory assessment access arrangements, use clear communication methods and review whether pupils and families can access key information.	Principal, SENCo and teachers.	Ongoing	Evidence that all appropriate and reasonable adjustments have been made.
Ensure that reasonable adjustments have been made for parents with disability, medical or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible such as: Hearing loops, large print resources, internal signage, pictorial or symbolic representation.	Ask families about access needs at key points, provide reasonable adjustments for meetings and communications, offer alternative formats where needed and record agreed arrangements securely.	Principal, SENCo, teachers and SLT.	Ongoing	Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support their children in their education.