

Accessibility Policy and Plan

Document Provenance	
Approver:	Education Committee
Date Approved:	3 June 2025
Effective From:	3 June 2025
Date of Next Review:	June 2028
Executive Leadership Team (ELT) Owner:	National Director of SEND
Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every three years. Should no substantive changes be required at that point, the policy will move to the next review cycle.	

Version Control		
Version	Date	Changes
1.0	03/06/2025	In-cycle policy review and re-approval

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 pupils 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 victimisation (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 pupils 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 pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Encourage feedback from pupils with disabilities, parents and or carers and ensure these are considered and implemented where appropriate.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all our pupils with the necessary life-skills and become literate, numerate and digitally aware in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils 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 pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.
- Completion of ongoing continuing professional development for staff on disability awareness and or inclusive practices.
- Ensure that all pupils with a disability have a personal emergency evacuation plan (PEEP) and this is co-constructed with the pupil, parent/carers and any appropriate external professionals.

Purpose of the plan

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

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

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

Monitoring arrangements

This policy will be reviewed every three years but may be reviewed and updated more frequently if necessary.

Academies are responsible for updating their accessibility plan annually (or sooner as necessary) and publishing on their website within policy section.

Plans will be developed through:

- Access audit and review of current activities
- Identifying and devising actions

- Setting of goals and targets which are measurable
- Consultation with staff, parents and carers, pupils and other professionals
- Publication of the plan on the academy's website (template provided)
- Implementation and allocation of adequate resources
- Evaluation

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 pupils with medical conditions policy
- Health and safety policy

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

E-ACT The Grange School Accessibility Plan

Improving the physical environment

Academy context:

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Good access to the physical environment for all	All staff ensure that the disabled parking bay is always available. Accessibility considered during any building work Environmental audits to be completed, issues to be immediately addressed and the environment to be safe for all.	All areas are accessible to all.	Ongoing	All staff Site supervisor	
Regular review of the needs of current pupils	Reviews of EHCPs - completed annually on the date of the origin of the plan with SENDCo. All review documents to be shared with the Local Authority.	All current pupils are able to access all areas required for learning	From September onwards	Head Teacher in liaison with Trust SEND Lead and SENDCO	
To ensure that all school events e.g.	Ensure that all types of disabilities are	All school events are fully accessible for all	From September onwards	SENDCO in liaison with Class Teachers	

assemblies, sports day, are accessible to all.	taken into account when planning events.	pupils, staff, parents and extended families.			
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Increasing curriculum Access

Academy context:

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
To monitor new cohort and admissions to identify possible changes to provision	Look at any identified pupils and take advice from parents/previous school/LA re: suitable and appropriate arrangements Staff to have at least one visit to pre-school setting if not in our nursery and to complete a detailed transition meeting, with other professionals involved, as required.	School has a good knowledge of specific needs of the latest cohort. Curriculum adjustments ensure appropriate provision for all pupils.	Ongoing with new admissions	SENDCO in liaison with admin staff. EYFS staff	
To complete a register of all disabled pupils/staff and parents.	Identify and record pupils with a disability as part of 'vulnerable' groups. (Questionnaire given to gain information regarding disabilities	Appropriate provision for all pupils. Accessibility needs do not impact negatively on progress and attainment.	By the end of Term 1	SENDCO in liaison with admin staff	

	in families) Record and track levels of attainment; identify any barriers to learning and provide appropriate intervention mechanisms	Completed register is held in school and referred to as required.			
To ensure all out of school activities and extra curricular clubs are planned to ensure the participation of all pupils.	Review all clubs and ensure that they are inclusive. Monitor the participation of all disabled pupils at extra curricular clubs. Risk assessments shared with relevant staff if necessary. Review additional arrangements in place for disabled access to class assemblies, sports day, etc (linked to physical access action plan)	All out of school activities and extra curricular activities meet the needs of all pupils with necessary adjustments as required.	From September onwards	SENDCO in liaison with club leaders	

Improving the Delivery of Information (including stakeholder feedback)

Academy context:

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
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To ensure availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Identified pupils have access to coloured paper/coloured overlays/larger font/visual timetables	Communication of information to disabled pupils is improved. School works closely with the Sensory Impairment Team to enable correct access to alternative formats.	September onwards	Head Teacher SENDCO Class Teachers	
To raise the awareness of adults working at and for the school on the importance of good communication skills.	Arrange 'training' as required. This training can be arranged through 'Sensory impairment team' or other specialist team within the Local Authority.	School is more effective in meeting the needs of pupils.	As required	SENDCO	
To make available school brochures, newsletters and other information for parents in alternative formats.	Review current publications and if required, promote the availability in different formats for those that require it.	Delivery of school information to parents and the local community improved.	September onwards	HT/SENDCO	
To make parents aware of the named teacher and Trust	Newsletter/school website	Named contacts for parents are identified and parents are	Ongoing	Chair of Governors SENDCO	

Lead for the monitoring of provision and accessibility.		informed through the newsletter/school website			
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