Accessibility Plan

1. Aims of the Accessibility Plan

Academy trusts are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Accessibility Plan should be reviewed every three years.

The Accessibility Plan will be made available online on the Trust's website, and paper copies are available upon request.

Each establishment within the Trust is required to adapt the Plan according to its circumstances.

Ethos of the Trust

The Consortium Multi-Academy Trust 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 strive to provide quality, inclusive education for our children in all our schools at the heart of our communities, working as confident individuals, in friendship and partnership. Together, we believe in providing exceptional opportunities that allow each of us to flourish, nurture our creativity and, by developing our talents and challenging our understanding, become the best that we can be.

Each school is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Every teacher within The Consortium Multi-Academy Trust is a teacher of every child, including those with SEND.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils.

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3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	**Our school offers an adapted curriculum for all pupils.** **We use resources tailored to the needs of pupils who require support to access the curriculum.**	**Short** – Ensure that resources are available and relevant **Long** – All pupils are able to access the curriculum through the use of specific resources and teaching approaches	Auditing of resources for all curriculum areas Purchasing of any further resources as needed CPD delivered on how to use the resources effectively	Staff Team	1st half of Autumn term 2nd half of Autumn term By end of Autumn term	All pupils are provided with a range of resources to help them access the learning in the classroom
	The curriculum is reviewed to ensure it meets the needs of all pupils.	**Medium** – Each term, Class Teachers to adapt and refine (as necessary) the curriculum plans for the next term	Class Teachers evaluate the long term curriculum plans on an annual basis	Staff Team	Ongoing each term	Subject plans reflect the profile of both our school and the wider community
	Termly Priority Action plans are established – these are generated and reviewed by school staff and then agreed with families. These are based on the 7C assessment program created	**Short** – Ensure all stakeholders are fully aware of the Priority Action Plans for their child/children	Priority Action Plans are shared with parents and all staff have access to plans Time is given for	All (Teaching and Support)	After each 1st half term of each term	Families of SEND pupils are well-informed about the work being carried out in school to support their children

	by Judith Carter.	**Medium** – Accurate reviews are completed for each child **Long** – The whole process is embedded as part of the daily work of our school	Teaching and Support staff to collaborate on the reviews of the plans and 7C assessments, each term New plans are created and shared – there is a clear cycle of review, etc.. throughout the academic year.		Ongoing	Staff have an identified plan with the areas of need highlighted and strategies to be employed
	Our Citizenship assemblies focus on both, a range of topics and people – including those with a disability.	**Short** – Ensure there is a specific focus for each assembly – including class assemblies weekly **Medium** – Consideration is given for the cultural diversity of the focus of the assemblies	Academy Head and Class Teachers lead on these assemblies A plan is created for each term and identified focus is shared with staff Assemblies are successful in providing pupils with a range of cultural experiences	Academy Head	Termly	Pupils learn about different cultures and can articulate their understanding of the needs of different people within our local, national and international community

Improve and maintain access to the physical environment	**The environment is adapted to the needs of pupils as required. This includes:** • **Ramps** • **Disabled toilets and changing facilities**	**Short** – Ensure all areas are cleaned daily and accessible for identified pupils **Medium** – Any alterations needed are identified for new and existing pupils	Checking of cleanliness daily Auditing and Monitoring of areas to ensure suitability for identified pupils	Academy Head	Ongoing throughout the Academic Year	Identified pupils are able to access the school environment
Improve the delivery of information to pupils with a disability	**Our school uses a range of communication methods to ensure information is accessible. This includes:** • **Cue cards that can be referred to by both staff and pupils.** • **Pictorial or symbolic representations – visual timetables in all classrooms** • **First and Then boards used for SEN pupils**	**Short** – Ensure there are a range of resources for staff to access and use daily **Medium** – Ensure all stakeholders are aware of these – either through a Priority Action Plan or other communication with families **Long** – Monitor the relevance and effective use of the resources to benefit pupils	Provide all classes with a visual timetable – consistent format as the pupils move through the school Sharing of resources to support parents at home – images for activities, first/then boards for pupils Lesson drop ins to monitor how these are being used in classes to help pupils	All Staff	Ongoing throughout the Academic Year	All pupils, regardless of their Specific needs will have information accurately conveyed to them

4. Monitoring arrangements

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

The Accessibility Plan will be approved by the Trust Board. Action Plans for individual schools will be approved by the relevant Locality Committee.

Appendix 1: Accessibility assessment

Feature	Description
Access from the highway	School Staff to be present at start and end of school day outside to monitor the traffic and safety of pupils and families as they enter the school
Corridor access	Corridor is free from clutter- with class teachers taking the responsibility that this remains so throughout the school day
Entrance and Reception Area	They are welcoming – providing clear relevant information and again free from clutter
Ramps	Ensure the upkeep of these for pupils to access as necessary
Toilets	Cleanliness is maintained daily and any incidents during the day are reported and dealt with effectively
Internal signage	All maintained, clear and informative for all Staff, Pupils and Visitors
Emergency escape routes	These are posted, both in classes and around the school

Document Control

Changes History

Version	Date	Amended By	Details of Change

1.0	27.11.2019	Robin Chew	Document drafted for Board approval
2.0	14.09.2022	Robin Chew	Minor formatting changes following three yearly review
3.0	3.9.25	Simon Lea	Reviewed and updated for start of Academic Year

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	10/10/2022
Tamsin Little	On behalf of the Exec Committee	Electronic signature	10/10/2022

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