



Accessibility Plan

Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)

Date of Review: July 2025

Owner: National Director of Primary

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.

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 victimization (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.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate 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.

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 document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

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

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

Reedswood E-ACT Primary Academy Accessibility Plan

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Academy context

Reedswood E-ACT Primary Academy

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensure all disabled and/or vulnerable pupils can be safely evacuated.	<p>Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.</p> <p>Fire drills to ensure speedy evacuations and identify any issues.</p>	<p>All staff are clear on evacuation procedures for pupils.</p> <p>Clear understanding of the individual needs to safely evacuate all people.</p> <p>Any issues to be addressed immediately and plans amended appropriately.</p>	Ongoing	Site Manager Head teacher SENCo	September 2024
Enable disabled pupils and visitors to park within reasonable distance of the school.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Ongoing	Improved access to school site.	

Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Ongoing	Improved facilities for disabled students and visitors.	
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates.	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	Ongoing	Site manager Operations team	

Increasing the extent to which disabled pupils can participate in the academy's curriculum

Academy context

Reedwood E-ACT Primary Academy

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Increase staff knowledge, understanding and confidence of needs of disabled pupils to support a range of needs.	CPD for teachers on how to support children with a range SEND, ensuring their needs are met e.g. hearing impairment, Physical disabilities etc. Utilise the support from Walsall LA agencies and training days e.g. visual impairment	Staff are confident in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	SENCo SLT	September 2024

Lessons to be planned for pupils with DSEN e.g. scaffolded, classroom organisation, additional time	CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.	Differentiated approach to supporting disabled pupils leads to increase in access to the National Curriculum and better outcomes.	Ongoing	SENCo SLT All Staff	
All pupils to have access to the wider curriculum activities e.g. art, drama, music and PE	CPD for staff. Sharing of information on medical health care plans and any possible limitations for pupils with disabilities alongside advice for reasonable adjustments.	Reasonable adjustments made for pupils to be supported when required. Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.	Yearly CPD	SENCo SLT Sports Coach All Staff	

Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	SENCo SLT	September 2024

Providing audio and large print to the website to ensure all parents can access.	Regional leads to action.	Websites will be accessible for all in large print and audio.	Ongoing	Regional Team	
Visual timetables to be used throughout the school.	All classrooms to have a print out of the visual timetable using communication in print. Individual pupils with additional impairments will have own individual timetable.	All classrooms will have visible visual timeline.	Ongoing	SENCo Teaching Staff	