



# Accessibility Plan

<b>Policy Type</b>	Statutory Trust Policy
<b>Author</b>	Director of Primary Education
<b>Approved By</b>	Trust Board
<b>Approved Date</b>	Spring Term 2025
<b>Date of next review</b>	Three Years
<b>Version</b>	1
<b>Description of changes</b>	Significant changes made so this should be treated as a new policy

## 1. Introduction and Aims

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

Each school within SHINE Academies is required to have its own Accessibility plan which reflects their local community. The master document will be made available online on the trust website and individual school will publish their own plans. Paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 1 of the schools in the trust, this procedure sets out the process for raising these concerns.

The Accessibility Policy complements and supports the Trust's Equality Objectives which are published on the Trust and school websites.

## 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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. 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.

### 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	<ul style="list-style-type: none"> <li>• Each offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• To invest in more technology to support learners</li> <li>• Discussion based/practical activities in all curriculum areas</li> <li>• Upskill staff to enable them to deliver more bespoke interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Research and get quotes</li> <li>• Review curriculum with subject leaders</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• LW/BE/LTC</li> </ul>	Autumn 2025	<ul style="list-style-type: none"> <li>• Assistive technology implemented</li> <li>• Curriculum accessible to all</li> <li>• Confident staff</li> </ul>

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Improve and maintain access to the physical environment	<p>The environment of each/the school is adapted to the needs of pupils as required.</p> <p>The building is all on one level with multiple access ramps to the external pavement around school.</p> <p>New or refurbished environments ensure DDA compliance and accessible entry/exit doors. Where this is not the case, signage is in place and refuge points designated for fire evacuation.</p> <p>Recent fire inspection has shown an acceptable corridor width around school.</p> <p>2no. accessible toilets available to staff, children and visitors.</p>	<p>Replace accessible pull cord toilet alarms with improved pull cord system.</p> <p>Monitor use of changing facilities in EYFS – records maintained in Elite check folder.</p> <p>Consider replacement of sink area to include hot water and handwash basin at low-level height for EYFS chn.</p> <p>Staff toilet refurb to ensure compliance with current regs.</p>	<p>Purchase</p> <p>Design / meet with Concept following initial plans to refurb area</p> <p>Tenders for replacement &amp; meeting</p> <p>Tenders for replacement &amp; meeting</p>	<p>Site Team</p> <p>Site Team</p> <p>Site Team / HT</p> <p>Site Team / HT</p>	<p>Summer 2025</p> <p>Summer 2025</p> <p>Summer 2025</p>	<p>New system installed and operational.</p> <p>Operation and design ensured.</p> <p>Operation and design ensured in pre-contract meetings and throughout.</p> <p>Operation and design ensured in pre-contract</p>

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	<p>Displays/communal areas at accessible heights, library shelving at low level.</p> <p>Elite Safety in Education inspections (3 times annually) ensure good house-keeping and accessibility throughout.</p> <p>Assist questions at sign-in point at EntrySign screen. Assigned person if required.</p>	<p>EYFS Toilet refurb to ensure compliance with current regs.</p> <p>Consider budget options for improved front entry with step entrance removal and replace with DDA compliant ramp. (Ramp entrance does already exist to this area)</p> <p>Improve public access to New Hall (eg. Assemblies, voting days, productions etc.)</p> <p>Affirm contracts with council to ensure hedge</p>	<p>Consult on price/design</p> <p>Work lobby-type design into plans for extension to New Hall with DDA compliant ramp/access into area.</p> <p>Site Team to continue liaison.</p> <p>Continue weekly bell tested checking doors or operation and ease of opening. Metal pivot &amp; automatic doors</p>	<p>Site Team / HT</p> <p>Site Team / HT / Concept</p> <p>Site Team / WCC</p> <p>Site Team</p>	<p>Summer 2025</p> <p>Autumn 2025</p> <p>Summer 2025</p>	<p>meetings and throughout.</p> <p>Feasibility completed with options to move forwards.</p> <p>Operation and design ensured in pre-contract meetings and throughout.</p> <p>Unobstructed pathways and good maintenance.</p> <p>Good operation. No report.</p>

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	<p>Calm corners accessible in all classrooms</p> <p>Flexible seating in all rooms</p> <p>Fidget toys available for all children in the classroom</p> <p>Classrooms are neutral and not over stimulating</p> <p>Visual supports available in all rooms</p>	<p>maintenance and good grounds upkeep.</p> <p>Frequent door checks/operation</p> <p>To modernize and enhance the sensory room</p> <p>Regular learning walks to review accessibility of class rooms</p> <p>Adapted base areas to meet needs of specific children</p>	<p>on servicing schedule.</p> <p>Quotes</p> <p>Dates and times on staff calendar</p> <p>Discussions with staff</p>	SEN Team	<p>Ongoing 2025</p> <p>Ongoing 2025</p> <p>Autumn 2025</p>	<p>New Sensory room</p> <p>Staff more confident and children to self-regulate using resources/spaces</p>

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Improve the delivery of information to pupils with a disability	<p>All of our schools/Our school use(s) a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Regular TAC meetings</p> <p>Staff training to keep up to date with research</p> <p>Consistent use of communication in print</p> <p>Continue to work closely with outside agencies</p> <p>Family SEN days – discuss IEPs/EHCPs</p> <p>Continue SEN Coffee Mornings</p>	<p>Calendar dates</p> <p>Staff meetings</p> <p>Regular monitoring</p> <p>Arrange/advertise</p> <p>Arrange/advertise</p>	<p>SEN team</p> <p>SEN team</p> <p>SEN team</p> <p>SEN team</p> <p>SEN team</p>	Autumn 2025	<p>Improved knowledge of children in families</p> <p>Confident staff</p> <p>Children familiar with symbols</p> <p>Good relationships upheld</p> <p>Parental engagement and relationships improved</p>

#### **4. Monitoring Arrangements**

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

It will be reviewed by SHINE Central Team.

It will be approved by the Performance and Standards Committee SHINE Academies.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy