



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.

E-ACT Parkwood 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

E-ACT Parkwood Academy is situated over three floors. There are disabled toilet facilities and changing g area facilities in the hygiene room as well as lift access to all floors. The exterior of the building features ramps to allow access to the MUGA and tennis courts.

The Academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
School environment to be fully audited to ensure maximum access and optimised learning environment for disabled students.	Learning environment to be fully audited with the support for a relevant outside organisation.	All teaching rooms and spaces to be fully accessible and developed to meet the needs of disabled students.	July 2023	Site Manager/ Headteacher	
Ensure all disabled pupils can be safely evacuated	Keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with a need (and staff where necessary) Fire marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people	Ongoing Ongoing	Site manager/ headteacher/ SENDCO	

	Implementation of 'EVAC' chairs on all staircases		June 2022		
To ensure the accessibility of all disabled persons	<p>All corridors, entrances to be kept clear of obstructions.</p> <p>Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays</p>	<p>Pupils and people with disabilities to be able to move around the academy safely.</p> <p>Improved access to learning environments for all pupils.</p>	<p>Ongoing</p> <p>June 2022</p>	<p>All staff/site manager</p> <p>All staff/supported by SENDCO</p>	

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

Academy context

Access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the Academy's inclusive approach. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. We aim for all students to be able to fully participate in the broader life of the academy and will ensure support is provided so that after school clubs, leisure and cultural activities and educational visits are accessible and available to all students regardless of their disabilities.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
<p>Increased confidence of all staff in supporting a range of needs across the curriculum</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND</p>	<p>Personalised CPD for teachers and wider Academy staff to include how to support pupils with a range of SEND needs to ensure their needs are met (eg, specific learning need, communication difficulties, physical disabilities)</p> <p>CPD on planning and assessment for scaffolding and when necessary, differentiation,</p> <p>Support and coaching in planning and delivering lessons to pupils with SEND.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>SEND pupils needs are met and they are making at least expected progress in all subject areas.</p> <p>Staff utilise the drop in sessions delivered by SEND lead teacher each week</p>	Ongoing	SENCO/Curriculum Leaders	
To ensure progress of SEND pupils is evidenced in a variety	Staff training for tracking and monitoring progress utilising alternative progress scores	Regular assessments in place to monitor the progress children are making and using this	Sept 2022	SENDCO / headteacher/ curriculum leaders	

of ways and implement new progress measures.	including reading ages, Strengths and difficulties questionnaires (SDQs), and specific tools such as the Birmingham Toolkit for students with high level needs.	information to identify appropriate intervention and support.			
Ensure classroom support staff and teaching assistants receive high quality and specific training on disability issues	Support staff to access appropriate CPD, for example supporting students in wheelchairs, or with visual impairments.	All staff are able to meet the needs of pupils in their care. A range of support staff will have specialist skills through training received such as social skills, speech and language/communication needs, managing and writing support plans. All support staff will receive specific training on delivering effective interventions.	Ongoing Launch of Trust Wide teaching assistant CPD programme January 2023	SENDCO	
All educational visits and extra-curricular opportunities to be accessible to all	Sharing guidance for staff on making trips accessible. Share care plans with staff for individual children. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.	Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities. All pupils able to take part in a range of activities.	Ongoing	Educational Visits Coordinator / SENDCO / Headteacher / all staff involved in planning trips and activities	
To ensure PE and other physically demanding subjects such as Design	Full inclusion to participate in sporting activities.	Reasonable adjustments are made to ensure all pupils are able to participate through the use of	Ongoing	SENDCO / curriculum leaders	

<p>Technology are accessible to all</p>	<p>Staff to be aware of pupil's limitations and care plans to be shared with all staff.</p>	<p>adapted activities and/or resources and equipment.</p> <p>Children with disabilities are able to participate alongside children without disabilities.</p> <p>Staff training is on offer and accessed by relevant staff to ensure pupils are supported through adaptations in resource sand equipment throughout the curriculum.</p>			
---	---	--	--	--	--

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

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
Review information to parents/carers and children to ensure it is accessible	<p>Provide information and letters in clear print and different formats where necessary, eg different languages or enlarged font.</p> <p>Academy inclusion staff to aid parents in accessing information and completing academy forms.</p> <p>To use the Academy website and social media platforms to communicate more effectively and also parents to use ICT to support them in accessing the information available..</p>	All parents will be able to access information and will be kept up to date of relevant Academy updates.	Ongoing	Headteacher / Community Engagement Officer / SENDCO	
For information to be accessible to pupils with SEND needs	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with specific learning needs)</p> <p>For information to be scaffolded appropriately for children with cognition and learning needs or speech and language needs.</p>	<p>Children with specific learning needs and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties and who may have English as an additional language to be able to access information at their in a way that is meaningful to them.</p>	Ongoing	SENDCO / all classroom teachers	