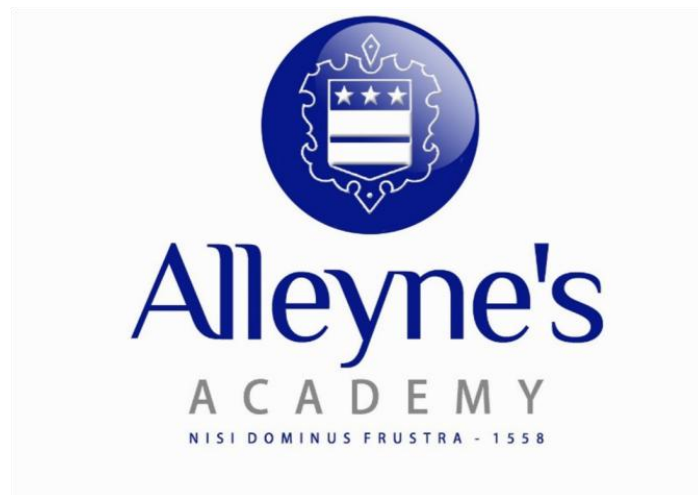




ACCESSIBILTY PLAN

Responsible	Director of Business and Finance
Approved by Governors	September 2025
Renewal Date	September 2026

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9

1. Aims

Academies 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 students can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We believe that students should aspire and believe to achieve the extraordinary. The Academy accessibility plan will focus on removing barriers to access and positively promote the involvement and successful participation of students with disabilities. The Academy has high aspirations for all its students and expects them to participate in, contribute to and achieve in all aspects of Academy life.

The plan will be made available online on the ~~school~~ Academy website, and paper copies are available upon request.

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

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

- Staffordshire County Council Local Offer
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

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

We have included a range of stakeholders in the development of this accessibility plan, including students and staff.

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 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.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	Our Academy offers a tailored curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability.	To ensure that all out of school activities are fully inclusive. To promote independence in the classroom. To ensure that all students have access to support for internal and	All out of school activities planned to ensure the participation of the whole range of students. Classrooms organised to promote participation and independence of all students.	Autumn Term 2025 Autumn Term 2025	All out of school activities completed in an inclusive manner with access for all students. Consideration given to the layout of furniture and equipment to support learning.

	Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to ensure it meets the needs of all students.	external examinations.	To continue to develop procedures for assessing students for examination access arrangements	Autumn Term 2025	Students have the appropriate support for internal and external examinations
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Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Staff trained on use of the Evacuation chair • Painted edges of stairs/steps in yellow	To maintain an accessible lift.	Maintain and ensure the lift is in good working order.	September 2025	Lift maintained and in good working order.
		To maintain accessible toilets for the physically disabled on both floors.	Maintain and ensure toilets are fit for purpose.	September 2025	Toilets maintained and in good working order.
		To maintain accessibility to stairs and steps	Maintain and ensure steps/stairs are fit for purpose.	September 2025	Maintained annually by site team

	• Dull door signage	Matt surface so doesn't reflect for dyslexic students			All new signage is matt and dyslexia friendly
	• When fire alarm sounds flashing light in disabled toilets	Alert VI students	Checks made	September 2025	Lights maintained and in good working order

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Date to complete actions by	Success Criteria
Improve the delivery of information to students with a disability	The Academy uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Variety of different coloured paper • Pictorial or symbolic representations	To ensure materials and resources are accessible to students with hearing or visual impairments. To ensure materials and resources are accessible to dyslexic students.	Seek advice from hearing and visual support service and use of ICT to customise materials Ensure SEN information is readily available to staff, including which students require tailored resources (such as coloured handouts).	Autumn Term 2025 Autumn Term 2025	Materials and resources accessible to hearing and visually impaired students Materials and resources are tailored to meet the needs of our dyslexic students.

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board

It will be approved by the governing board

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy

5