



Accessibility Plan

Motivate • Educate • Achieve

Date of Policy: April 2025

Reviewed: April 2025 in consultation with staff

Ratified by the Full Governing Body: 20 May 2025

Date of Next Review: May 2027

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 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

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

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

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

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

We follow the requirements outlined in the Birmingham Local Offer which can be found here: <https://www.localofferbirmingham.co.uk>

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

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.

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils e.g. materials are provided in various formats e.g. large print and the development of assistive technologies is explored.	Pupils have targets that allow them to make at least a good level of progress against their starting point. People with disabilities represented in resources and display materials. Curriculum reviewed annually.	Pupil progress reviews half-termly. Monitoring of pupils' work. Environment audit and checklist. Curriculum review in the Summer Term.	SENCO. Assessment Lead	July 2025	Pupils with SEND make at least good progress against their starting point. People with disabilities are represented within EYFS, KS1 and KS2. Curriculum successfully meets the needs of pupils with SEND (as shown in pupil progress across the whole curriculum).

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Kerbs and gates are highlighted for visually impaired pupils • Modified environment to meet individual needs e.g. chairs, sloping boards.	Ensure that all areas of the school are accessible and safe to people with mobility issues. Provide toilet/washing facilities in both buildings that are accessible to pupils with a disability.	Carry out an environmental audit of both the internal and external environment to ensure compliance with legal requirements.	Business Manager Building Services Manager	July 2025	School environment meets legal requirements as set out in relevant legislation.
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: • Internal signage • Large print resources • Pictorial or symbolic representations • Audio descriptions	Ensure that pupils with a visual/auditory impairment and/or a cognitive disability can access important information.	Carry out an environmental audit of both the internal and external environment.	SENCO	July 2025	Consistency of font and presentation across the school. Pictorial support in place for pupils who require it e.g. visual timetables. Labels used across the school.

Monitoring Arrangements

This document will be reviewed every two years. However, this policy may be updated more regularly to reflect the changing needs of our pupils.

It will be approved by the Governing Body.