



# Accessibility Policy and Plan

Document Provenance	
Approver:	Education Committee
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Date of Next Review:	June 2028
Executive Leadership Team (ELT) Owner:	National Director of SEND
<i>Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every three years. Should no substantive changes be required at that point, the policy will move to the next review cycle.</i>	

Version Control		
Version	Date	Changes
1.0	03/06/2025	In-cycle policy review and re-approval

## 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 victimisation (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.
- Encourage feedback from pupils with disabilities, parents and or carers and ensure these are considered and implemented where appropriate.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all our pupils with the necessary life-skills and become literate, numerate, and digitally aware 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.
- Completion of ongoing continuing professional development for staff on disability awareness and or inclusive practices.
- Ensure that all pupils with a disability have a personal emergency evacuation plan (PEEP) and this is co-constructed with the pupil, parent/carer, and any appropriate external professionals.

## 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 policy will be reviewed every three years but may be reviewed and updated more frequently if necessary.

Academies are responsible for updating their accessibility plan annually (or sooner as necessary) and publishing on their website within policy section.

Plans will be developed through:

- Access audit and review of current activities
- Identifying and devising actions

- Setting of goals and targets which are measurable
- Consultation with staff, parents and carers, pupils, and other professionals
- Publication of the plan on the academy's website (template provided)
- Implementation and allocation of adequate resources
- Evaluation

### 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
- Health and safety policy

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

## E-ACT Ousedale Academy Accessibility Plan

### Improving the physical environment

#### Academy context:

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. 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. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Some Departments at NP campus have no ground floor rooms. Sensitive timetabling is used to alleviate this problem for pupils as and when required. The NP campus offers routes across the site for those with mobility issues but due to the age and design of the site this can involve pupils having to go longer distances around the site when moving between lessons.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
To be aware of the access needs of disabled children, staff, Trustees, and parents/ carers	Share information through class charts profiles Meet with external agencies	For all staff to be aware of students needs so they can access the full curriculum	Autumn 1	SENDCo Headteacher All staff	Termly
Providing training in relation to disability issues and increase knowledge, understanding and confidence of all staff in supporting a range of needs across the curriculum	Personalised CPD for teacher and support staff on how to support children with a range of complex needs, ensuring these needs are met  CPD on assessment, target setting.	All teachers are fully able to meet the requirements of disabled children's needs with regard to accessing the curriculum  A range of teaching styles and strategies	Ongoing	SENDCo Deputy SENDCo Assurance Board leads SLT	Termly

	Planning for adaptive teaching and learning	are evident in learning walks and book looks  SEND pupils needs are being met, and they make at least expected progress in core skills such as reading, writing and oracy and maths			
To ensure the progress of SEND pupils is evidenced in a variety of different ways	SEND interventions APDR cycles  Use of data collections	Regular PR assessments take place throughout the academic year for disabled learners and interventions are put in place when needed	Ongoing	Assurance Board leads SENDCo	PR cycles across the year
To ensure effective deployment of management and resources to meet the needs of SEND learners	TA/ HLTA timetables and ensuring section F outcomes are met  Prioritising EHCP pupils and high need SEND K	High level of support in place to help close the academic gap  Interventions are robust and show impact	Ongoing	SENDCo Deputy SENDCo Assistant SENDCo	Half termly

	To use interventions which are based in reach and enhance pedagogy	To provide resources that enable pupils to become independent learners			
To improve the learning environment for pupils with SEND and disabilities	To complete an annual inclusion, walk with VI team/ disabilities team	<p>Learning walks</p> <p>Positive pupil and parent feedback – student voice questionnaires</p> <p>Improve the environment following learning walks</p> <p>All walkways/ internal walkways are highlighted for visibility</p> <p>Classroom displays are accessible for all</p>	Term 1 Ongoing	<p>Student voice questionnaires</p> <p>LAB leads CAB leads</p> <p>External agencies</p> <p>SLT</p> <p>Site Team</p> <p>Finance</p>	Termly
All educational visits to be accessible to all where practicable	Guidance reflects the accessibility of trips for all	Trips will be accessible to all pupils and all staff will be competent in	Ongoing	<p>Trip Leader</p> <p>Staff on the trip/ involved in the planning</p>	Termly

	<p>SEND needs of pupils are taken into account for all trips and advice must be sought from the SENDCo/ Deputy SENDCo before signing off the trip. Each new venue is vetted for appropriateness for all pupils.</p> <p>Risk assessments consider medical needs and disabilities, and appropriate provision and resources are put in place.</p>	<p>supporting pupils with additional needs</p> <p>All pupils will be able to partake in a range of activities where practicable.</p>		<p>SLT link for trips</p> <p>SENDCo/ Deputy SENDCo</p>	
<p>To ensure all practical subjects are accessible to all pupils</p>	<p>Staff to be aware of pupils' limitations and adapt the lessons accordingly.</p> <p>Staff to seek advice and guidance from the SENDCo/ Deputy SENDCo as needed.</p>	<p>All pupils will be able to participate in sports and extra-curricular activities with reasonable adjustments despite having a disability.</p> <p>Pupils with a disability have the</p>	<p>Ongoing</p>	<p>All staff</p> <p>CAB leads for all practical subjects</p> <p>SENDCo/ Deputy SENDCo</p>	

		same access to the curriculum offer alongside those without a disability			
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### Increasing curriculum Access

#### Academy context:

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.

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Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensure all pupils with a disability can be safely evacuated	Put in place and keep updated Personal Emergency Evacuation Plans (PEEP) for all pupils with disabilities  Fire marshals to receive updated training on how to evacuate all persons,	All staff are clear and have had training on evacuations procedures for pupils  Clear understanding of the individual needs of pupils with a disability to ensure safe evacuation	Sept 2025	Headteacher SLT Site Team Medical Lead SENDCo	Termly

	<p>including those with a disability</p> <p>Fire drills to ensure speedy evacuations and identify any issues</p> <p>Ear defenders to be provided as appropriate</p>	<p>Any issues to be addressed immediately and plans amended appropriately</p> <p>All persons with a disability are able to access and evacuate areas of the building</p>			
<p>To ensure the accessibility of the school site and buildings</p>	<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>The environment is adapted to the needs of pupils which include:</p>	<p>Pupils and people with disabilities are able to move around the academy safely</p> <p>Improved access to learning environments for all pupils</p>	September 2025	<p>Site Team</p> <p>All staff</p>	

	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift (Olney)</li> <li>• Corridor width</li> <li>• Disabled toilets</li> <li>• Classroom furniture</li> </ul>				
Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments	Advice sought from the VI team on appropriate colour schemes	Areas are made more accessible to VI pupils	September 2025	All staff	Annually
To provide clear resources to support pupils when moving around the school site	Braille stickers on doors if and when needed.  Advice and guidance followed from VI team	To allow pupils with a VI to move freely around the school site and with great independence	Site team SLT / Headteacher	SENDCo Assistant SENDCo for physical/ sensory needs Keyworker All staff	

Improving the Delivery of Information (including stakeholder feedback)

Academy context:

We believe it is important to hear from all our key stakeholders throughout the academic year. We do this through parental questionnaires and pupil voice questionnaires. We respond to feedback both positive and negative.

We regularly seek the views of SEND pupils and act on their feedback

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
Review information sent to parents/carers and pupils to ensure it is accessible	Provide information and letters in clear print and different formats where necessary. E.G different languages/ larger font  To use social media platforms to communicate more effectively and in a timely manner	All parents will be able to access information and will be kept informed of relevant news  Parents can access class charts to review information	Ongoing	Teaching staff Associate staff SENDCo SLT IT Admin team Headteacher	Termly
For information to be accessible for pupils with SEND needs	Clear font Coloured paper/ books Large font Coloured overlays  Information to be adapted / differentiated for pupils with learning needs or speech and language needs	Pupils with dyslexia and VI to be able to access information delivered in class  Pupils with language difficulties are able to access information at their own level and a way that is meaningful to them	September 2025 Ongoing	SENDCo Deputy SENDCo Assistant SENDCo All staff LAB and CAB leads	Termly
Ensure that VI pupils are fully able to access and make use	Training for staff and pupils	VI pupils to be able to have equal access to information being	On going	All teaching and associate staff SENDCo	Termly

of their respective technology that allows them to process information delivered.	VI training	delivered in line with non-VI pupils		Deputy SENDCo Assistant SENDCo	
Ensure all pupils have an awareness of different SEND needs and Protected Characteristics	Assemblies and PSHE programme	All pupils to have an understanding and awareness of a range of SEND needs	Ongoing – 1 assembly each term	SENDCo Assistant SENDCo PALS	Termly
Feedback received from both parents and pupils on an annual basis	Parent and Pupil questionnaires	Gather information to review and refine offer	Once per year in line with parents' evenings	LAB Deputy Head	Annually