

Accessibility Policy & Plan



Approved by:	Eileen Harvey	Date: 01.09.2025
Last reviewed on:	01.09.2025	
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1. Background:

Mission Statement

Inspirational Learning Academies trust strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a Trust we recognise:

- i) A duty to make reasonable adjustments applies to the responsible body of such a school.**

The Equality Act 2010 places a general duty on schools & academies, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community.

Academies, Schools and LAs, therefore, must:

Not treat disabled pupils less favourably; *and*

Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty).

ii) That the Local Authority and trustees have the duty to publish Accessibility Strategies and Plans

2. Scope of the Plan

This plan covers all three main strands of the planning duty:

i).Improving the physical environment of the trust for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the academy and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for

children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. NB. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework (ie through statutory assessment) and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the academy might as a general measure provide blinds and adjustable lighting through the planning duty.

With regard to expensive items of specialist equipment which a school could not reasonably be expected to provide from its own resources, SEND currently manages a small budget. A panel of SEND specialist teachers meets regularly to determine priorities for the use of this funding.

ii). Increase the extent to which pupils with disabilities can access and participate in the academies curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible throughout the academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to

ensure that academy's are planning and preparing to respond to the particular needs of individual pupils.

iii). Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the academy in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

We may also wish to look at the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the academy.

Other related policies:

Equality for pupils is included as an explicit aim in all of the policies including:

Teaching and Learning Equal
Opportunities Policy

Behaviour Policy Admissions
policy/criteria Academy improvement
plan

Academy Asset Management Plan

Policy for Educational trips and excursions SEND policy

Inclusion Policy

Disability and Equality Scheme Exclusions

Aims of the Accessibility Plan:

Inspirational Learning Academies trust aims to include all pupils, including those with disabilities, in the full life of the academy. Our strategies to achieve this include:

- * Having high expectations of all pupils.
 - * Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
 - * Planning extra curricular activities including all educational visits and excursions so that pupils with disabilities are able to participate fully.
 - * Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
 - * Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- *Planning the physical environment to cater for the needs of pupils with disabilities.

*Raising awareness of disability amongst staff (teaching and non-teaching) through a programme of training.

*Providing written information for pupils with disabilities in a form which is user friendly.

*Ensuring that our library and reading books provided positive images of people with disabilities.

Actions to ensure equality for pupils with disabilities:

i) We shall undertake a disability audit using information provided by the Local Authority.

ii) As a result of the audit, we shall:

- Write an action plan which includes short, medium and long-term targets.

- Make the policy and targets known to all teaching, support and ancillary staff, pupils and parents.

- Monitor the success of the plan.

ii) The Plan will be reviewed annually by the Head teacher and members of the appropriate working party.

iii) The Trustees will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

iv) The trust will set up a working party to monitor and further develop good practice.

Monitoring:

The academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

Admissions	Attainment	Attendance	Punctuality	Effects of
pastoral strategies	Rewards	Sanctions	Exclusions	Response to teaching
styles/subject	SEND Register	Setting/groups		Effects of the Literacy &
Numeracy Strategies	Extra-curricular activities	Homework		

Number of pupils participating in enrichment activities including those for the gifted and talented

Selection & recruitment of staff	Trustee representation	Parents
attending consultation meetings		

Parents involvement in the life of the academy

Checklist

Leadership:

Sharing a vision

Turning the vision into reality Management and

Organisation *Compliance with statutory*

requirements The SEND Budget

Policies

Roles and Responsibilities

SEND procedures Mapping

provision

Monitoring, review and evaluation

Factors to consider

Induction and preparation for entry to the academy Access to the

physical and sensory environment Accessing the curriculum

Teaching and learning

Classroom organisation

Timetabling

Grouping pupils

Deploying additional support

Homework

Access to academy facilities,

Activities to enrich and support the curriculum Sports

Breaks and lunchtimes

Serving meals Interaction

with peers

Assessment and exam arrangements Discipline and

sanctions,

Clubs and activities, Educational

trips,

The arrangements for working with other agencies

*Procedures for acquiring expensive specialist equipment The
arrangements for working with parents*

Preparing pupils for the next phase of education.

Training Issues:

Induction for new staff

Disability awareness training for all staff

Disability awareness training for pupils CPD

programme on Inclusion

Inspirational Learning Academies Trust

ACCESSIBILITY POLICY & PLAN

September 2025 – 2028

Reviewed by Mrs E Harvey – Director Sept 25 Next
Review Autumn 2028

Academy

Accessibility Plan (September 2025-September 2028)

1. Access to the Curriculum including teaching and learning and the wider curriculum of the Trust, eg extra curricular clubs, leisure and cultural events or educational visits

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	Training for new to post teachers and support staff to ensure that they have the necessary knowledge and skills to teach and support pupils with disabilities.	Continue training using SENDCO and Safeguarding Lead particularly in the areas of visual and hearing loss. Also provide training for the inclusive practice of children or adults with physical difficulties. Use links with Special schools/other agencies who can support staff. Attend reviews so that advice and help is sought and communicated to others. Spend time discussing individual pupil's needs with parents/carers, therapists and other agencies Liaison with medical and social services. Improve and extend multiagency working -the 'team around the child'	Staff are more able to meet the pupils' needs and have a greater understanding of a wide range of disabilities	On-going as new staff arrive	

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Medium-Term	* To ensure that the academies CPD programme provides all staff with detailed and updated information of any developments within the area of Inclusion.	* Head teacher to identify training needs through use of information gained during the Performance Management Interview and in response to the SDP. SENDCO to work closely with other SLT members to identify gaps in staff knowledge and to provide training accordingly	* All Staff have an appropriate level of knowledge and skill which will enable them to carry out their role effectively.	*CPD plan to be finalised at the start of each term to identify gaps and training requirements and appropriate training undertaken throughout the academic year.	
Long-Term	*All academy documentation will support and acknowledge the academy's commitment to fulfilling the Accessibility mission statement with specific focus upon Access to the Curriculum.	* Subject Leaders to amend policies appropriately when reviewing policies as part of the annual process detailed in the SDP.	*All school documentation will ensure that 'Equality For Pupils' is included as a specific aim.	Review at the end of the 3 year plan and make changes accordingly. If the plan does not require amendments review and inform directors accordingly and re issue for the next 3 years.	

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2. Access to the Physical Environment including physical aids to access education

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	In order to ensure that the school building provides a safe environment for all pupils including those with disabilities.	Regular checks from the health and safety manager to ensure a safe environment. Reports of any issues are raised and corrected. Regular checks of the stair lift	The school building is safe and accessibility for all	On going	
Medium-Term	To ensure all doors are wide enough for all traffic as per the doors appropriate use.	Discuss with finance and PFI the possibilities and implications	All traffic is able to access all areas.	On going	

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Long-Term	To develop the outdoor areas for the remaining KS1 outside provision	Discuss with finance and PFI the possibilities and implications	Good quality access o outdoor provision which compliments the indoor environment	On going	
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3. Access to Information including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	All parents have access to information about their child, academy activities and news. Invite parents/carers to coffee mornings. To invite parents to family learning.	Look at the language used on Newsletters and other communication to ensure all parents understand and that the meaning is clear. Identify parents who need support in reading written communications	All parents are able to access information about their child and the academy		
Medium-Term	Introduce all the parents to the Academy's website Ensure parents are informed of all changes and updates to website	Organise meetings to invite parents to demonstrate how to access the Academy's website Include in newsletter how to access the website.	Parents to access information about their child, class and academy on the website		

Long-Term	To extend the information available on the website to parents and the wider community	To develop the website by keeping it up to date and including as much information for parents	Parents to access information about their child, class and academy on the website		
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