

Inspire Partnership Academy Trust

School Name

Accessibility Plan

Version: Final

<b>Approval Date:</b>	September 2022
<b>Approved by:</b>	CEO
<b>Policy Owner:</b>	Trust Educational Leaders
<b>Review date:</b>	September 2025

## Contents

<b>AIMS</b>	<b>3</b>
<b>LEGISLATION AND GUIDANCE</b>	<b>3</b>
<b>ACTION PLAN</b>	<b>4</b>
<b>MONITORING ARRANGEMENTS</b>	<b>5</b>
<b>LINKS WITH OTHER POLICIES</b>	<b>5</b>

## 1. AIMS

- 1.1. 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
- 1.2. 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.
- 1.3. Explain your school's principles and values which relate to equality and inclusion here.
- 1.4. The plan will be made available online on the school website, and paper copies are available upon request from the School Office.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. Insert information relating to any local authority procedures here.
- 1.8. 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.
- 1.9. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. LEGISLATION AND GUIDANCE

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. 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.
- 2.5. This policy complies with our funding agreement and articles of association.

### 3. ACTION PLAN

- 3.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
- 3.2. Things to consider for the action plan below: delete the notes below once action plan has been completed.
- 3.3. Increase access to the curriculum for pupils with a disability
- Our school offers 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
- 3.4. Improve and maintain access to the physical environment  
The environment is adapted to the needs of pupils as required. This includes:
- Ramps
  - Elevators
  - Corridor width
  - Disabled parking bays
  - Disabled toilets and changing facilities
  - Library shelves at wheelchair-accessible height
- 3.5. 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
  - Braille
  - Induction loops
  - Pictorial or symbolic representations

Aim	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability					
Improve and maintain access to the physical environment					
Improve the delivery of information to pupils with a disability					

#### 4. MONITORING ARRANGEMENTS

- 4.1. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.  
 It will be approved by the Trust Leader (CEO).

#### 5. LINKS WITH OTHER POLICIES

- 5.1. This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
  - Health and safety policy
  - Equality information and objectives (public sector equality duty) statement for publication
  - Special educational needs (SEN) information report
  - Supporting pupils with medical conditions policy

5.2. List any other related policies and procedures that the school has here. Add hyperlinks to policies which are available via the school website

