

United Learning Accessibility Plan Template

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

1. 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 equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.



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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.



An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors 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 fixtures and fittings.

c) **Improving the provision of information** - The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan {State years the plan covers}			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
Ensure school wide use of 'Zones of Regulation' to facilitate pupils' independent self-regulation.	Provide initial and ongoing training to all staff. Adopt 'Zones of Regulation' approach across the whole school using visual displays and tools to ensure accessibility for all pupils. Inform and involve parents/carers with development of strategies, encouraging use at home.	Senior Leadership Team	April 2027
Further encourage parental involvement with pupils' learning.	Share curriculum information with parents more widely. Investigate ways of involving	Vice Principal (Inclusion)	July 2027



	parents/carers in developing pupils reading and spelling.		
Improve pupils' vocabulary to enable improved access to the curriculum.	Whole school initiative to develop vocabulary by the introduction of regular vocabulary lessons and the use of displays throughout the school.	Assistant Vice Principal (Quality of Education Lead)	July 2027
To provide a comprehensive range of dyslexia friendly reading books as an integral part of the school reading scheme.	Investigate the purchase of additional reading books specifically designed for dyslexic pupils. Integrate these books into the existing school reading scheme. Ensure that books are available at an age appropriate level for all pupils with an identified need.	Assistant Vice Principal (Quality of Education Lead)	January 2028
Provide a wider range of assistive technology to improve curriculum access.	Investigate the purchase of 'talking tins' or similar assistive technology to provide alternative ways of recording work.	Assistant Vice Principal (Quality of Education Lead)	July 2028

Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)

Accessibility outcome	Actions	Person Responsible	Timescale
Increase signage around the school	Named and directional signage, colour coding, specific consideration for visually impaired	Site Manager	July 2027
Improve pedestrian access for wheelchair users and others with physical disabilities	Drop curb at the front of the building to avoid reliance on access next to parking bay. Install bollards for safety.	Site Manager	January 2028
Improve/add accessible play equipment in the play area	Consider temporary/removable ramps and alternative/additional play	Site Manager / Principal	January 2028



	equipment		
Improve access for those with hearing impediment	Auditory support resources available to pupils and visitors, additional visual aids for bells/fire bell	Site Manager / Vice Principal	July 2028
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Ensure the accessibility of communication between school and home so it is easily understood by all	Audit the current information processes and procedures taking into account physical need alongside learning needs, adapt where necessary	Office Lead	July 2027
Ensure whole school dyslexia friendly access to information	Refresher training to be attended by all school staff, adaptations to documentation where required	Vice Principal	July 2027
Ensure information is accessible on the school website	Audit website to ensure information can be easily accessed, reviewing structure and general accessibility	HR Academy Lead	January 2028
To provide language translation for parents and visitors	Investigate alternative options to current practices which rely on external organisation availability	HR Academy Lead	July 2028

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.





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■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination