



# Accessibility Plan

## Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)

Date of Review: July 2025

Owner: National Director of Primary

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

## **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 victimization (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 was 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.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate 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.

**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 document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

**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

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

## E-ACT Mansfield Green Academy Accessibility Plan

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

### Academy context

Mansfield Green E-Act Primary Academy is situated in two buildings, a single storey building and a multi storey building. Mansfield Green E-Act Academy has 3 ramps, 3 accessible disabled toilets. 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.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date of review</b>
Complete audit of Learning Environment against set of inclusion standards.	Audit to determine agreed set of priorities against which progress will be measured.	To create a Learning Environment more conducive to the needs of children with disability and/or special educational needs and/or EAL Improved accessibility for all.	Termly	SENDco	July 2023
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	Ongoing	Site manager SENDco	July 2023

## Increasing the extent to which disabled pupils can participate in the academy’s curriculum

### 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 promote excellent teaching and learning for all children. We aim to meet every child’s need’s within mixed ability, inclusive classes. It is a core value of the academy that all children are able 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.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
To continue increasing the knowledge of staff to be able to adapt the curriculum and differentiate teaching strategies to be meet the needs of all SEND pupils	Ongoing Training, advice and support given by SENDCO and multiagency services	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. Flexible approach to disabled pupils and increase in access to the National Curriculum.	Ongoing	SENDco / SLT	July 2025
Complete audit of Learning Environment against set of inclusion standards.	Audit to determine agreed set of priorities against which progress will be measured.	Gap between actual and expected rates of progress continuing to narrow.	Termly	SENDco SLT	July 2025
All pupils to have access to the wider	CPD for staff. Sharing of information on	Reasonable adjustments made for	Ongoing	SENDco SLT	July 2025

curriculum activities e.g. art, drama, music and PE	medical health care plans and any possible limitations for pupils with disabilities alongside advice for reasonable adjustments.	pupils to be supported when required. Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.		Sports Coaches	
To continue to ensure improvement of academic progress of children with SEND and/or Disability and/or EAL	Support Teaching Staff in effectively meeting the learning needs of vulnerable groups through PPA, PPMs, SMART targeting, QFT strategies, interventions, IEP targets and Inprint2 software on every teacher's PC and laptop. additional time required by some disabled pupils to use equipment in practical work.	Reasonable adjustments made to enable greater curriculum access.	Ongoing	SENDco SLT EAL co-ordinator	July 2025

**Improving the delivery of information which is readily accessible to pupils who are not disabled.**

- Size and layout of areas.
- Wheelchair access- doorways, steps and stairs, and toilet facilities.
- Pathways of travel around the Academy site and parking arrangements- routes logical, well signed and safe.

- Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- Non-visual guides used to assist people regular users and visitors.
- Décor or signage considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- All areas accessed by pupils are well lit.
- Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- Furniture and equipment selected, adjusted and located appropriately.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date reviewed</b>
Provide information in simple language, keywords, symbols, photos, large print, for pupils and prospective pupils who may have difficulty with standard forms of communication; Standardization of font inc. minimum font size given to children; incorporate colour schemes for VI as specified	Communication in Print to be widely used throughout the school. Staff to have the resources available to be able to adapt teaching ad learning materials as appropriate. Seek advice from LA multiagency professionals	All relevant areas within school will be signposted. Some areas are made more accessible to visually impaired children. Physical environment improved.	Ongoing	SENDco SLT	July 2023
Visual timetables to be used throughout the school.	A classrooms to have a printout of the visual timetable using communication in print. Individual pupils with additional impairments will have	All classrooms will have visible visual timeline.	Ongoing	SENDCO Teachers	July 2023



	own individual timetable				
Information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams	Seek advice from Access To Education. Revise action plan to reflect above.	Physical environment and accessibility improved for specific children with complex needs.	Ongoing	SENDco Teachers	July 2023