



Accessibility Plan

1. Aims of the Accessibility Plan

Academy trusts 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

The Accessibility Plan should be reviewed every three years.

The Accessibility Plan will be made available online on the Trust's website, and paper copies are available upon request.

Each establishment within the Trust is required to adapt the Plan according to its circumstances.

Ethos of the Trust

The Consortium Multi-Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We strive to provide quality, inclusive education for our children in all our schools at the heart of our communities, working as confident individuals, in friendship and partnership. Together, we believe in providing exceptional opportunities that allow each of us to flourish, nurture our creativity and, by developing our talents and challenging our understanding, become the best that we can be.

Each school is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Every teacher within The Consortium Multi-Academy Trust is a teacher of every child, including those with SEND.

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school curriculum has been designed with the development of the whole child and spiritual, moral, social and cultural learning at its heart. Children study and research inspirational people that have overcome difficulties in assemblies and through topic based planning. The Learning characteristics (Trust Drivers) are woven through the accessible curriculum so that pupils build on their knowledge linked to the curriculum threads. Curriculum resources include examples of people with disabilities. We use resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>Short term: Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. <i>Purchase further resources, such as coloured overlays, to promote equality and diversity</i> Medium term: Ensure that displays in classrooms and corridors promote diversity Long term: Ensure all</p>	<p>SLT to continue to promote diverse role models in assemblies and in curriculum planning</p>	<p>SLT</p>	<p>Spring Term 2025</p>	<p>Children have a greater awareness of diversity in the wider community and celebrate the lives and achievements of those who have overcome challenges.</p>
			<p>Curriculum plans and displays include images representing a diverse culture</p>	<p>All staff</p>	<p>Summer 2025</p>	

<p>Improve and maintain access to the physical environment</p>	<p>for example the use of standing desks and coloured overlays. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. These are recorded on the Learning Pi platform. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><i>pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc</i></p>	<p>Clear shrubbery from path Make the location of disabled parking clearer to visitors</p>	<p>MC and facilities team MC</p>	<p>April 2025 May 2025 Summer 2025</p>	<p>The grounds will be accessible to all children. The school environment can be enjoyed by all. The developed outdoor environment will ensure that all children can access play in different areas of the school.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Laptops and Ipads with appropriate software • Pictorial or symbolic representations • Screen colours and coloured overlays • Sound buttons 	<p>access school grounds quickly?</p>	<p>SH and DS review SEN needs and provision</p> <p>Investigate possibilities for sound system</p>	<p>SH JL</p>	<p>April 2025</p>	<p>All children, and members of the school community with any disability have access to all school information in appropriate formats to communicate effectively.</p>
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4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

The Accessibility Plan will be approved by the Trust Board. Action Plans for individual schools will be approved by the relevant Locality Committee.



Appendix 1: Accessibility assessment

The table below contains some examples of features you might assess as part of an assessment of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridor space allows easy access	Ensure walkways are kept clear	Class Teachers	Ongoing
Parking bays	Clear and close to building	Ensure these are clear	SH	May 2025
Entrances	Pupil Entrance and rear entrance easy access		LC	Ongoing
Toilets	All toilets are accessible for wheelchairs. Accessible toilet kept clear	Maintain clear access	SH	Ongoing
Internal signage	Signs to be reviewed following remainder of building works	Ensure all accesses are clearly labelled	MB	May 2025
Emergency escape routes	Clear throughout the school	Routine fire drill in each term	SH/ LC	June 2023
Signage	Signs to be reviewed following remainder of building works	Ensure all accesses are clearly labelled	MB/ facilities team	May 2025



Document Control

Changes History

Version	Date	Amended By	Details of Change
1.0	27.11.2019	Robin Chew	Document drafted for Board approval
2.0	14.09.2022	Robin Chew	Minor formatting changes following three yearly review

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	10/10/2022
Tamsin Little	On behalf of the Exec Committee	Electronic signature	10/10/2022

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