



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
Increase access to the curriculum for pupils with a disability	Our school curriculum provides opportunities for children to study a range of inspirational people including people who have overcome disabilities. Our Trust Drivers are threaded through our curriculum allowing children to gain knowledge, practise and reflect on their own skills and that of others. We use resources tailored to the needs of individuals who require support to access the curriculum for example the use of coloured backgrounds and enlarged texts. Our curriculum is reviewed to ensure it meets the needs of all pupils.	<u>Short Term</u> Visual Impairment Training for Key Stage One staff. <u>Medium Term</u> Concrete Pictorial Abstract Training for all TAs to enhance understanding of learning concepts	Training to be booked and undertaken. Training to be booked and undertaken.	CP SS	End of Summer Term End of Summer Term	Staff within Key Stage One will be able to increase children's confidence in their learning. Staff will have an improved understanding of learning styles.

<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled toilets and changing facilities • Library shelves at a wheelchair-accessible height • Painted external corners to highlight edges for children with visual impairment. 	<p><u>Long Term</u> Develop a sensory garden including a sensory footpath</p>	<p>Research designs and builders.</p>	<p>CP</p>	<p>End of Autumn 2023</p>	<p>Sensory garden will provide more enrichment opportunities for all children.</p>
<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 – with pictures • Large print resources • Pictorial or symbolic representations 	<p><u>Medium Term</u> Develop the use of ICT to support the communication of children</p>	<p>Research current programmes and equipment available which improves the communication of children's understanding of the curriculum and their own needs.</p>	<p>KB</p>	<p>End of Summer Term 2023</p>	<p>Children will have improved access to the curriculum and staff will have increased understanding of children's needs and learning.</p>



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
Access from the highway				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				
Signage				



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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