



L.E.A.D. Academy Trust  
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# **Bishop Alexander L.E.A.D Academy**

# **Accessibility Plan**

## **Policy/Procedure management log**

<b>Document name</b>	Accessibility Plan
<b>Trust approval</b>	January 2026
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<b>Date of review</b>	<b>Spring Term 2027</b>

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### 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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At XXXX academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 and under t](#)he Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

### 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
Ensure the school curriculum is fully accessible to all pupils including those with a disability	<p><i>Our school offers an adapted curriculum for pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p><b>Short term</b></p> <p>To liaise with Early Years providers to review admissions before the start of academic year</p>	To identify pupils who may need additional provision	EY Leader/SENCO	Sept 2026	Appropriate procedures/resources are in place
	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Use of visual timetables</i></p> <p><i>Additional aids available e.g: pencil grips,</i></p>	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

	<p><i>regulation aids</i></p> <p><i>coloured overlays</i></p> <p><i>adaptive Ipad programs</i></p> <p><i>Specialist agencies visits to support staff &amp; pupils e.g. Speech Therapist, EdPsy,</i></p>	<p>To ensure pupils are in receipt of a broad and balanced curriculum.</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher and SLT</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p>
		<p><b><u>Medium Term</u></b></p> <p>To review SEN provision and attainment of pupils</p>	<p>Analyse Data on termly basis.</p>	<p>SENCo/SLT</p>	<p>Termly</p>	<p>Termly report indicate progress</p>
		<p>To promote the involvement of disabled students in school life</p> <p><b><u>Long Term</u></b></p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Governing Body</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Door entry system</i></li> <li>• <i>Sensory areas</i></li> </ul>					
<p>Improve the delivery of information to parents and pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations to support verbal language, timetables and expectations.</i></li> <li>• <i>Translation apps</i></li> <li>• <i>'phone friendly' communication systems</i></li> <li>• <i>Supportive office staff to facilitate accessing communications and clarifying information when needed.</i></li> <li>• <i>Accessibility of a range of staff at the start and end of each school day.</i></li> </ul>	<p>To promote information in different formats when required for individual purposes.</p>	<p>To identify stakeholders that may need different formats for information.</p>	<p>Administrative team</p> <p>SENDCo</p>	<p>Ongoing</p>	<p>Delivery of information to disabled pupils and parents/carers meet individual needs.</p>

<p>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible</p>	<p><i>Create, implement and review care plans, supporting pupil's access to the curriculum, trips and activities. Including involvement with;</i></p> <ul style="list-style-type: none"> <li>• <i>Pupil</i></li> <li>• <i>Parent</i></li> <li>• <i>Outside agencies</i></li> <li>• <i>Medical staff</i></li> </ul> <p><i>Identify Staff training needs are dated with the medical needs of individuals across school.</i></p> <p><i>Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study</i></p>	<p>To promote the involvement of pupils with medical needs</p>	<p>To evaluate school activities/ school visits regarding accessibility for all students.</p>	<p>SENCo /school staff</p>	<p>Ongoing</p>	<p><i>Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study</i></p>

#### **4. Monitoring arrangements**

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

It will be approved by Academy Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Sensory Environment	Gardening area, Forest friends, woodland nurture area, reading hut, 5 x teaching areas, KS1 shared area, KS2 middle room	Assess needs of individuals annually and ongoing as part of EHC plans- consider adaptations to provisions that can implemented.  As part of PINs project – language audit completed – awaiting report  As part of PINs project – sensory audit completed – awaiting report	SENDCo  SLT  SLT	Within 4 weeks of start of each term  Sept 2026  Sept 2026
Number of storeys	Single level			
Corridor access	No steps			
Lifts	None			
Parking bays	3 Disabled bays			
Entrances	Main entrance  2 Key stage entrances via playground.  Classroom entrance to playground for all.			

Ramps	None needed			
Toilets	3 x disabled toilets including shower facilities in one			
Reception area	Seating			
Internal signage	All areas identified with appropriate names.			
Emergency escape routes	<p>Displayed in line with Health and safety</p> <p>PEEPs identified for individual children- None in place for 2025</p> <p>Additional Magna locks fitted to emergency exits</p>			

## Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER

TIPS

<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> <li>• Increase the extent to which disabled pupils can participate in the curriculum</li> <li>• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> <li>• Improve the availability of accessible information to disabled pupils</li> </ul>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> <li>• Are all the shelves in the library accessible to all?</li> <li>• Is there adequate lighting in all areas?</li> <li>• Is information provided in large print, Braille, etc.?</li> <li>• Do the curriculum and resources include examples of people with disabilities?</li> </ul>
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy’s curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> <li>• Targets</li> <li>• The strategies you will employ to meet these targets</li> <li>• Timescales</li> <li>• Who is responsible for particular targets/strategies</li> <li>• Success criteria</li> </ul>
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>