



Accessibility Plan

Policy Type	Statutory Trust Policy
Author	Director of Primary Education
Approved By	Trust Board
Approved Date	Spring Term 2025
Date of next review	Three Years
Version	1
Description of changes	Significant changes made so this should be treated as a new policy

1. Introduction and 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

Each school within SHINE Academies is required to have its own Accessibility plan which reflects their local community. The master document will be made available online on the trust website and individual school will publish their own plans. Paper copies are available upon request.

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

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

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 1 of the schools in the trust, this procedure sets out the process for raising these concerns.

The Accessibility Policy complements and supports the Trust's Equality Objectives which are published on the Trust and school websites.

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 and trusts on the Equality Act 2010](#).

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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	All areas of the school curriculum can be accessed by children with a disability.	To continue to review the school curriculum and resources to ensure all areas of the curriculum are accessible for pupils with a disability.	Senior Leadership Team/SENCO	Ongoing	Children and staff with disability to have access to all areas of the school curriculum.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking • Disabled toilets and changing facilities • Book shelves at wheelchair-accessible height 	All areas of the school premises can be accessed by children and staff with reduced mobility.	To continue to review and ensure all areas are accessible by children and staff with reduced mobility.	SENCO/Health and Safety Lead/Site Manager SENCO/Health and Safety Lead/Site Manager	Ongoing	Children and staff with disabilities to have access to all areas of the school premises.

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Visual alarm system 	All information is accessible to all pupils with disabilities.	To continue to review the school site to ensure information is accessible to pupils and staff with a disability.	SENCO/Health and Safety Lead/Site Manager	Ongoing	Children and staff with a disability are able to access information across the school.

4. Monitoring Arrangements

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

It will be reviewed by SHINE Central Team.

It will be approved by the Performance and Standards Committee SHINE Academies.

5. Links with other policies

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

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