Accessibility Plan

1.0 Aims of the Accessibility Plan

Academy trusts are required under the Equality Act 2010 to prepare an accessibility plan. The purpose of the plan is to, over a prescribed period:

- 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 kept under review.

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, and to implement it.

Ethos of the Trust

Consortium 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 education that is inclusive of all pupils and encourages them to work as confident individuals in friendship and partnership. We believe in providing opportunities that allow each pupil to flourish and achieve their potential.

2.0 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 disability as when a person has a "'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out 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.

3.0   Action plan

This action plan sets out the actions to be taken by each school to meet the requirements of the Act..

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 *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	Our school offers a differentiated 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 ensure it meets the needs of all	Children are more able to access the wider curriculum with their peers. Children's outcomes show progress. Children feel safe, happy and able to learn	Carry out an audit of the curriculum. Carry out pupil voice surveys regularly Ensure targets are set and monitored	Beth Spaul	July 2025	Children are more able to access the wider curriculum with their peers – less behaviour incidents. Children's outcomes show progress – data shows better KS results. Children feel safe, happy and able to learn – data shows children feel this way Numbers on roll are stable

	pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps ouside heron class and inside squirrel class. • Corridor widths promote accessability • Disabled toilet and changing facilities available on ground floor • Library shelves at wheelchair-accessible height • Door ways are accessible to wheelchairs	All children and visitors are able to access all parts of learning spaces. Tasks and activities are adapted to promote equity.	Carry out an audit of the premises. Ensure targets are set and monitored	Beth Spaul	July 2025	Disabled access is a priority and monitored
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	We use ELKLAN communication friendly strategies to ensure our community is valued and has a voice. Large print resources are offered as an adaptation if children wish to use them. We ensure adaptations are made for assessments and this is part of our normal classroom	Carry out an audit of the environment – included in a sensory audit Carry out pupil voice surveys regularly Ensure targets are set and monitored	Beth Spaul	July 2025	Stakeholders feel included and valued.

		practice. Signage includes pictures and words.				

4.0   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 A

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
3.0	25/09/2025	Head of Service: Facilities and Compliance	Periodic 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
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/10/2025
Lisa Jones	On behalf of the Exec Committee	Electronic signature	13/10/2025

This policy will be reviewed every 3 years by the Head of Service Facilities and Compliance or as required by changes in legislation.

At every review, this policy will be approved by the Exec Committee.

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