



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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	Each teacher offers an adapted curriculum for all pupils	<p>Teachers to have support from curriculum leads to develop learning for all pupils within the classroom.</p> <p>Audit Staff strengths/gaps in knowledge.</p> <p>Gain internal and external training from outside agencies- Outreach, Speech and language, EP and OT etc.</p> <p>Ensure TA training on supporting pupils and adapting resources when necessary.</p> <p>Staff meetings addressing inclusive practice and SEND procedures.</p>	<p>Curriculum leads to monitor and review regularly</p> <p>SENCO to seek advice from external professionals</p> <p>TA training</p>	<p>Curriculum leads</p> <p>Teachers</p> <p>SENCO</p> <p>SLT</p>	On-going- Review Annually
	Access to resources and aids to support pupils with accessing their learning	<p>SENCO to support teachers with adaptations for the classroom.</p> <p>Resources will reflect the needs of the pupils.</p> <p>Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</p>	<p>Teacher to review classroom and support needs regularly</p>	<p>Teacher</p> <p>SENCO</p>	On-going- Review Annually

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
	<p>All staff working with pupils with a disability are aware and supported by SENCO to develop learning environments</p>	<p>Teachers to work alongside the SENCO to ensure transition for all pupils with a disability to be supported at every transitional point.</p> <p>Use of sloping boards for children with physical disabilities.</p> <p>Use of coloured overlays or coloured paper for children with visual difficulties or dyslexia.</p> <p>Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc.</p> <p>Monitor and observe use of equipment Eg. PECS, visual timetable, writing with symbols, wobble cushions etc.</p> <p>Widgit to make resources</p>	<p>Teacher to work alongside SENCO to support all pupils</p> <p>Resources to be used where necessary</p>	<p>Teachers SENCO</p>	<p>On-going- Review Annually</p>
	<p>Assessments and progress is tracked for all pupils and adaptations made where necessary to allow participation</p>	<p>Teachers to work alongside other professionals' and use their suggestions for adaptations of the curriculum.</p> <p>Adaptions to the curriculum where necessary and working from Cherry Trees Branch Maps for pupils working within the Nest provision where appropriate.</p>	<p>SENCO and Teachers seek external agency support</p> <p>SENCO to share Cherry Tree Branch Maps</p>	<p>SENCO Teachers</p>	

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	Targets on individual education plans (IEPs) are purposeful and are reviewed regularly by class teacher, parents and SEN team	<p>Staff working on IEPs to track intervention success on Teams folders</p> <p>Teachers to strategically plan staff interventions to allow for optimum outcomes for pupils with SEN.</p> <p>To develop and improve gross and fine motor skills interventions.</p> <p>To improve sensory interventions.</p>	Training on new interventions through external professionals - Resources required to deliver interventions	Teachers TA SENCO	
	The curriculum is reviewed to make sure it meets the needs of all pupils	<p>Teachers work alongside curriculum leads to develop the curriculum to meet the needs of all pupils.</p> <p>SENCO to support in class adaptations to develop curriculum access for all.</p>	<p>Training to be attended by curriculum leads to develop curriculum offer</p> <p>SENCO to support with developing classroom adaptations to support curriculum</p>	Teachers SENCO	

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Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Maintain safe access round the interior and exterior of the school. 	To ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website. SLT on doorways at morning and dismissal times. Parking in designated areas only. Ramps, lifts and areas of access to be monitored throughout daily site check.	Weekly Site Check. Site Manager/Headteacher/SLT to review on a regularly.	Site Manager Headteacher SLT	Ongoing – to be reviewed annually.
	<ul style="list-style-type: none"> Ensure all children feel safe at playtimes and can access the playground. 	Daily site check to ensure areas are safe and clear for children. Pupil Playground Monitors with High-Visibility jackets and Monthly Pupil Safety Audit with Playground Monitors to ensure pupils feel safe and voice considered.	Daily Site Check Monthly Pupil review	Site Manager Headteacher SLT	
	<ul style="list-style-type: none"> Trips and Visits appropriately selected according to the needs of the school cohort. 	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits, where possible, for residential stays if SEND children are attending. Staffing rota to be amended to suit needs of children.	Visit risk assessments to be carried out. Individual risk assessment to be carried out. Pre-visit if appropriate.	Health & Safety Lead EVC Trip Lead Headteacher	

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Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Use of pictorial communication system – Widgit - across school. 	Widgit purchased and used to improve delivery of information to pupils with a disability. Use of Widgit to make classroom resources (eg: word mats, visual timetables, social stories). Staff to continue to receive training/support on effective ways to use Widgit.	Monitoring of Widgit across the curriculum. Staff training/CPD.	SENCO SLT	Ongoing – to be reviewed annually.
	<ul style="list-style-type: none"> Ensure written materials are available in alternative formats 	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms. Access to Language Line to provide interpretive support.	Language Line Service SLA. Staff training.	Office Manager SENCO SLT	Ongoing – to be reviewed annually.
	<ul style="list-style-type: none"> Review documentation on website to check accessibility for parents 	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Robin AI website audit and audit of documentation. Documents updated in-line with policy.	Office Manager SLT Headteacher	Ongoing – to be reviewed annually.

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