



# Accessibility Plan

## Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)

Date of Review: July 2025

Owner: National Director of Primary

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

## **Policy purpose**

This is a statutory policy which sets out E-ACTs obligations in relation to Accessibility at our Academy. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review, and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At E-ACT we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment, and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on the Trust and Academy website.

## **Definition of special educational needs**

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disabilities (SEND) and Learning Policy and Information Report outlines the school’s provision for supporting pupils with special

educational needs and disabilities (SEND), and the E-ACT Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the Academy will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the Academy and Trust aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

**Purpose of the plan:**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils, and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

**Monitoring arrangements:**

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

**Links with other policies**

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

- Special Educational Needs and Disabilities (SEND) and Learning Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

The academy's accessibility plan is resourced, implemented, and reviewed and revised, as necessary.

## E-ACT Blackley Academy Accessibility Plan

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

### Academy context

At E-ACT Blackley Academy we are constantly improving the school environment to increase the extent to which disabled pupils can take advantage of education and associated services. We have a lift to ensure that children can access all areas of the school. We have disabled access to enter the building via the hall doors which can be accessed through the playground. We also have portable ramps that are available for use.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date of review</b>
To be aware of the access needs of disabled children, staff, Trustees, and parents/ carers. To review annually all areas of the academy to ensure that there are no access issues for students.	Increase awareness of disabilities and access requirements through CPD. Make necessary low-key adjustments as children with disabilities progress through the academy. E.g., training, adjustable tables.	Staff will know the access needs of disabled children, staff, Trustees and parents/ carers. Students will be able to participate in activities throughout the academy.	Ongoing Annual review	Site team SENCO	July 25
To increase the number of portable ramps available for use within school	Increase accessibility for students to move around the building, especially up and down the single steps on the ground floor.	Ramps will be available for use and will be stored in locations around the building	Ongoing	Site team SENCO	July 25
To continue to vet the safety of the playgrounds and	Playgrounds to be fully accessible to children.	Children and visitors will have full access to the playgrounds	Ongoing	Site team SENCO	July 25

ensure that they remain in a accessible state					
To ensure that there is a provision of wheelchair accessible toilets	To ensure that there is at least one disabled toilet on site	People who need the facility to have full access when required	Ongoing	Site team SENCO	July 25
To ensure all disabled pupils can be safely evacuated	Put in place and keep updated Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties. Fire Marshals and the SEND team to receive updated training on how to evacuate all persons, including disabled people safely using the EVAC chair located outside the pastoral room on the top floor. Fire drills to ensure speedy evacuations and identify any issues.	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately. All persons with disabilities able to access and evacuate areas of the buildings.	Ongoing	Site team SENCO	July 25
To ensure the accessibility of all disabled persons around the building	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all students with disabilities including sensory needs.	Students with disabilities to be able to move around the academy safely. Improved access to learning environments for all students.	Ongoing	Site team SENCO	July 25

### Increasing the extent to which disabled pupils can participate in the academy's curriculum

#### Academy context

At E-ACT Blackley Academy we are a fully inclusive and encourage children with all needs and disabilities to access all areas of the curriculum and to access after school activities should they wish to.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Increase confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of students with SEND	Personalised CPD for teachers to include how to support children with a range of SEND, ensuring their needs are met (E.g. dyspraxia, ASC, Physical disabilities), CPD on assessment, target setting and planning for a differentiated/ scaffolded curriculum. Support and coaching in planning and delivering lessons to students with SEND.	All staff can fully meet the requirements of disabled students needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks and pupil book studies. SEND students' needs are met and they are making at least expected progress in all subject areas in line with non-SEND peers.	Ongoing	SENCO	July 25
To ensure progress of SEND students is evidenced in a variety of ways and using assistive technology when appropriate.	Staff training on grouping/ marking classwork. Opportunities to work with outside agencies on how best to support children in their care (E.g., moving and handling team)	Regular assessments to monitor the progress of students are making and use to identify appropriate intervention and support. Support staff can meet the needs of students in their care. A range of support staff	Termly	SENCO	July 25

Ensure classroom support staff have specific training on disability issues.		will have specialist skills through training received.			
All educational visits to be accessible to all	Sharing guidance for staff on making trips accessible. Share care plans with staff for individual students. Ensure each venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.	Trips will be accessible to all students and all staff will be competent in supporting children with additional needs and disabilities. All students able to take part in a range of activities.	Termly	SENCO EVC lead Personal Development lead	July 25
To ensure PE is accessible to all as well as extra-curricular activities	Full inclusion to participate in sporting activities. Staff to be aware of students limitations and care plans to be shared with staff.	All students will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Students with a disability to have the opportunity to participate in sporting events alongside non-SEND peers.	Ongoing	SENCO	July 25
To train identified staff to administer medication	Academy to cooperate with parents/ carers in the administration of medication to those children whose education would be distributed if it was not available in the academy.	Children in need of medication are able to access the whole curriculum that is on offer. Clear agreed procedure for administering medication.	Ongoing	SENCO Administering medication trained staff	July 25



	If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.				
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**Improving the delivery of information which is readily accessible to pupils who are not disabled.**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date reviewed</b>
Review information to parents/ carers and students to ensure it is accessible	Provide information and letters in clear print and in different formats where necessary (E.g. different language, larger print) Academy office will support and help parents to access information and complete academy forms. To use social media platforms to communicate more effectively.	All parents will be able to access information and will be kept informed of relevant news	Ongoing	SENCO Admin team	July 25
Information to be accessible for students with SEND needs	Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays/ coloured books for those with dyslexia)	Students with additional needs will be able to access information delivered in class. Students with language difficulties to be able to access information at their own level and in a way that is meaningful to them.	Ongoing	SENCO Class teachers	July 25

	For information to be scaffolded/ chunked appropriately for students with learning needs or speech and language needs.				
Students needs are met when undertaking examinations through thorough access arrangements and relevant applications made to the JCQ	Use qualified assessors to test students and provide information on access arrangements they require.  Ensure the SENCO arrange testing in good time and puts into place any requirements.	To ensure that students need are met through access arrangements in planning exams.	Annually	SENCO Exam's officer	July 25