



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 was 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 West Walsall E-ACT 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

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	Share information through class charts profiles Meet with external agencies	For all staff to be aware of students needs so that they are able to access the curriculum	Autumn 1	SENDCO Headteacher All staff	Termly
Providing training in relation to disability issues to increase the knowledge and confidence of all staff in supporting a range of needs across the curriculum.	Personalised CPD for teachers on how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASC/ Physical disabilities) CPD on assessment, target setting and planning for differentiated/scaffolded	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning	Ongoing	SENCO Deputy SENDCO LSA Leads Leadership team	Termly

	curriculum. QTVI training	walks and book looks SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills).			
To ensure progress of SEND pupils is evidenced in a variety of ways.	Utilise SEN toolkits to monitor SEND progress. Use of the academy marking policy and data collections.	Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.	Ongoing	SENDCO T+L team Leadership	Termly
To ensure effective deployment and management of resources to meet the needs of pupils with SEND.	To create timetables for LSAs to meet the needs of students, prioritising EHCP a students and high need students. To source established resources to meet the needs of students. To identify students that need interventions.	For all students to receive the highest level of support possible to close the gap. For interventions to be provided to close the gap. To provide resources that enable the	Ongoing	SENDCO Deputy SENDCO	Half-termly

		students to become independent in their learning.			
To improve the learning environment for students with learning difficulties and disabilities	To complete an annual inclusion walk with VI/ASD students to further develop the environment for improved access. Rehabilitation officer QTVI	Learning walks/work scrutiny Positive student and parent feedback Improved results/ findings from learning walks Improved progress over time for students All internal and external stairs highlighted for visibility Classroom displays that are accessible for all	November 2022	Student and parent voice SENDCO External agencies SLT HoF	November 2023
All educational visits to be accessible to all.	Sharing guidance for staff on making trips accessible. Share care plans with staff for individual	Trips will be accessible to all children and all staff will be competent in supporting	Ongoing	Trip coordinator SENDCO. All staff involved in planning trips and	Termly

	<p>children.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place</p>	<p>children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>		supporting children on them	
To ensure PE is accessible to all and co-curricular activities.	<p>Inclusion sports team to participate in sporting activities.</p> <p>Staff to be aware of children's limitations and care plans to be shared with staff.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability.</p> <p>Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.</p>	Ongoing	<p>All staff</p> <p>SENDCO</p> <p>Trip coordinator</p> <p>Creative HoF</p> <p>Head of PE</p>	Termly

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

Academy context

West Walsall E-ACT Academy is situated in a two-storey building. The ground floor is fully accessible via a small step. There is a disabled toilet and changing area. Some areas of the academy are easier to access than others which is limited by the age of the building.

The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

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Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensure all pupils with a disability can be safely evacuated	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.	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	September 2022	Head teacher SEND Site Team Medical Lead	Termly

	Fire drills to ensure speedy evacuations and identify any issues Ear defenders to be provided as appropriate	plans amended appropriately. All persons with disabilities able to access and evacuate areas of the buildings.			
To ensure the accessibility of all disabled persons.	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.	Pupils and people with disabilities to be able to move around the academy safely. Improved access to learning environments for all pupils.	September 2022	Site Team All staff	Termly
Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments.	Advice has been sought from LA Visual Impairment Support Team on appropriate colour schemes. Advice from rehabilitation officer	Areas are made more accessible to visually impaired children	September 2022	All staff	Annually
To provide clear resources to	Braille stickers to be placed on doors	To allow students with a visual	November 2022	Site Team Headteacher	December 2022/Ongoing

support students when moving around who have no sight	to support for accessibility Advice sought from QTVI and rehabilitation team.	impairment to move around the school with greater independence.		SEND CO Keyworker LSA LSA Lead for Physical/sensory All staff	
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Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
Review information to parents/carers and children to ensure it is accessible.	Provide information and letters in clear print and different formats where necessary e.g. different languages or enlarged font 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	Teachers Support staff SENCO Administration team IT SLT Headteacher	Termly
For information to be accessible for children 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 or paper for	Children with dyslexia and visual impairments to be able to access information delivered in class. Children with language	September 2022/Ongoing	SEND CO LSAs All staff Teaching and Learning team	Termly

	<p>children with dyslexia)</p> <p>For information to be differentiated for children with learning needs or speech and language needs.</p>	<p>difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>			
<p>Ensure that VI students are fully able to access and make use of their respective technology that allows them to process information delivered (low vision devices for VI).</p>	<p>Training for staff and students</p> <p>From QTVI and specialist companies eg. Humanware</p>	<p>VI students to be able to have equal access to the information being delivered akin to their non-VI/HI peers</p>	Ongoing	<p>SENDCO</p> <p>All staff</p>	Termly