



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 Merritts Brook 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

Merritts Brook E-ACT Primary Academy is situated in a two-storey building. The building is fully accessible. There are disabled toilet facilities; both downstairs and upstairs, changing area facilities and a lift to access the second floor.

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.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensure all pupils can be safely evacuated.	PEEPs are updated, shared and actions are practised as part of the fire drill. Regular fire drills. Fire Marshalls are regularly updated and receive updated training.	All staff, pupils and visitors are clear on the evacuation procedures.	Currently in place and reviewed/updated Autumn 2022 and will remain ongoing	Head teacher SENDCo Site Manager	Annual review- Nov 2023, however also ongoing reviews following drills.
To ensure all learning environments are accessible	Lighting is correct in classrooms and corridors, and is always on. Corridors, classrooms and other pathways are kept tidy to prevent trips and	All pupils can access and move around their learning environments safely.	Currently in place, continually reviewed and updated, remains ongoing.	Site Manager Head teacher SENDCo All Staff	Monitored and reviewed during health and safety audits and reviews- every half term

	support sensory needs. (e.g. check coats are on pegs)				
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to carry out and complete audit on the whole school. Create a plan with details of actions.	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	Currently up to date, reviewed and updated Autumn 22 and ongoing	Site Manager and Regional Site Team	Ongoing
To have alternative access to upstairs if stairs cannot be used.	Ensure upstairs is accessible for all including if injured. Access to lift and temporary access to lift when needed; risk assessments to be in place when needed.	All pupils with any physical disability to move easily around the building.	In place and updated Autumn 22 and ongoing	Site manager Head teacher SENDco All staff	

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

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 increase staff knowledge, understanding and their confidence with teaching, supporting and assessing a range of needs across the curriculum	Ongoing support from SENDco and multi-agencies. Training of staff; this includes tailored CPD sessions that supports our pupils to fully meet their needs. Support and coaching on pre-tutoring and scaffolding.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of pupils' need with regards to accessing the curriculum.	Ongoing	SENDCo Subject Leaders	Ongoing
Effective use and deployment of all Teaching Assistants to support and meet the needs of SEND and/or Disability and/or EAL pupils across the whole school.	TA training regarding pre-tutoring and scaffolding to support children with specific needs. Coaching each other in planning effectively and implementing accessible and	SEND pupils' needs are fully met, evident in all learning areas and progress has been made.	Ongoing	Head teacher SENDCo	Reviewed every half term

	achievable learning tasks. Differentiated CPD.				
All pupils to have access to the wider curriculum activities for example music and PE	All staff to be made aware of medical health care plans for and any possible limitations for pupils with disabilities alongside advice for reasonable adjustments. Risk assessments to be shared.	Children with a disability to have the opportunity to participate in all curriculum areas alongside their peers.	Ongoing	All Staff SENDco	Continually reviewed and actioned

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. Administration team and other members of staff will provide support to fill in forms- i.e. EYFS	All parents can access news and information about school.	Ongoing	SENDCo Head teacher All teaching staff Office Staff	Every half term

	<p>Lead to support Nursery parents with completing Reception admin forms.</p> <p>Use Twitter to promote and share news.</p>				
<p>Whole class visual timetables to be used throughout the school.</p>	<p>All classrooms to have a printout of the visual timetable using communication in print.</p> <p>In addition, individual pupils will have task boards to support their next, then and after step tasks.</p>	<p>All classrooms will have visual timetables, consistent throughout the school.</p>	<p>Ongoing</p>	<p>SENDCo All Teaching Staff</p>	<p>Every half term</p>