



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 Nechells 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

E-ACT Nechells Academy is situated in one multi-storey building, there are four classrooms on the bottom level, offices on the mid-level and three classrooms and an intervention room on the top level. The academy has one ramp leading to the school office, eliminating the need for additional ramps to access the building. One accessibility toilet is located on the ground floor near the library. When considering future enhancements and renovations of the site and facilities, such as improved access, lighting, acoustic treatment, color schemes, and more accessible amenities and fixtures, the academy will prioritize the needs of students and other users with physical difficulties and sensory impairments.

Target	Strategy	Outcome	Timescale	Responsibility	Review Date
Ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	All staff are clear on evacuation procedures for pupils.	Ongoing	Site Manager/Head teacher / SENCO	July 2025
	Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.	Clear understanding of the individual needs to safely evacuate all people.	Ongoing		
	Fire drills to ensure speedy evacuations and identify any	Any issues to be addressed immediately and plans amended appropriately.	Termly		
		All persons with			

	issues. EVAC chair on the stairs.	disabilitiesable to access and evacuate areas of the buildings.	Ongoing		
To ensure the accessibilityof 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.	Ongoing	Site manager All Staff	
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written withclear details of future updates.	Ensure all improvements and maintenance supportspupils and people with disabilities to access the site.	September 2022	Site manager / regional site and health and safetyteam.	

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 promote excellent teaching and learning for all children. We aim to meet every child's need's within mixed ability, inclusive classes. It is a core value of the academy that all children are able 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
<p>Increase confidence of all staff in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASC/ Physical disabilities/Speech and Language and Communication needs).</p> <p>CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.</p> <p>Support and coaching in planning and delivering</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading as well as social skills</p>	Ongoing	SENCO / SLT	July 2025

	lessons to children with SEND.	and increased self-esteem			
To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.	Utilise Birmingham toolkits to monitor SEND progress of high needs pupils. Utilise ELSA pre and post questionnaires for anxiety, self-esteem and anger.	To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress support	Ongoing	SENCO / SLT	July 2025

<p>Ensure classroom support staff have specific training on disability issues.</p>	<p>Support Staff to access appropriate CPD for example, precision teaching, Autism and VI & H, Colourful Semantics, SCERTS, Attention Autism training as appropriate.</p> <p>Opportunities to work with outside agencies on how best to support children in their care.</p>	<p>Support staff are able to meet the needs of children in their care.</p> <p>A range of support staff will have specialist skills through training received. E.g. Attention Autism & HI training</p> <p>Support staff will have coaching opportunities with outside on delivering effective intervention</p>	<p>Ongoing</p>	<p>SENCO / SLT</p>	<p>July 2025</p>
<p>All educational visits to be accessible to all.</p>	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual 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>Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>	<p>Termly</p>	<p>Trip coordinator (KM) SENCo. All staff involved in planning trips and supporting children on them.</p>	<p>July 2025</p>

<p>All pupils to have access to the wider curriculum activities e.g. art, drama, music and PE</p>	<p>Inclusion sports team to participate in sporting activities.</p> <p>Staff to be aware of children's needs and care plans to be shared with staff. CPD for staff. Sharing of information on medical health care plans and any possible limitations for pupils with disabilities alongside advice for reasonable adjustments.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments.</p> <p>Children with additional needs to have the opportunity to participate in sporting events with their peers.</p>	<p>Ongoing</p>	<p>SENCO SLT</p>	<p>July 2025</p>
<p>To continue to ensure improvement of academic progress of children with SEND and/or Disability and/or EAL</p>	<p>Support Teaching Staff in effectively meeting the learning needs of vulnerable groups through PPA, , SMART targeting, QFT strategies, interventions, LSP targets and Inprint2 software on every teacher's PC and laptop. additional time required by some disabled pupils to use equipment in practical work.</p>	<p>Reasonable adjustments made to enable greater curriculum access.</p>	<p>Ongoing</p>	<p>SENCO SLT</p>	<p>July 2025</p>

Improving the delivery of information which is readily accessible to pupils who are not disabled.

- Size and layout of areas.
- Wheelchair access- doorways, steps and stairs, and toilet facilities.
- Pathways of travel around the Academy site and parking arrangements- routes logical, well signed and safe.
- Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- Non-visual guides used to assist people regular users and visitors.
- Décor or signage considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- All areas accessed by pupils are well lit.
- Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- Furniture and equipment selected, adjusted and located appropriately.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Review information to parents/carers and children to ensure it is accessible.	<p>Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille.</p> <p>Academy office will support and help parents to access information and complete academy forms.</p> <p>To use social media platforms to communicate more effectively.</p>	All parents will be able to access information and will be kept informed of relevant news.	Ongoing	Teachers Support staff SENCO	July 2025

<p>For information to be accessible for children with SEND needs.</p>	<p>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 for children with dyslexia)</p> <p>For information to be scaffolded for children with learning needs or speech and language needs.</p>	<p>Children with dyslexia, visual impairments & hearing impairments, to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>	<p>Ongoing</p>	<p>SENCO Teachers</p>	<p>July 2025</p>
---	--	---	----------------	---------------------------	------------------