

## Inspire Partnership Academy Trust



### Accessibility Policy

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Approved by:	CEO
Policy Owner:	Trust Education Leader
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## 1. AIMS

- 1.1. 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 disabled pupils can participate in the curriculum
  - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
  - Improve the availability of accessible information to disabled pupils
- 1.2. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.4. The plan will be made available online on the school website, and paper copies are available upon request from the School Office.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. Croydon Council has a statutory duty to support schools in developing and implementing accessibility plans for disabled pupils. In line with the requirements of the Equality Act 2010, local authorities must maintain an accessibility strategy aimed at increasing:
  - the extent to which disabled pupils can participate in the school curriculum
  - improvements to the physical environment of schools to increase access for disabled pupils
  - the delivery of information to disabled pupils in formats that are accessible and comparable to those provided to pupils who are not disabled

Further guidance to support schools in making reasonable adjustments for disabled pupils is available from the Equality and Human Rights Commission.

- 1.8. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
- 1.9. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. LEGISLATION AND GUIDANCE

- 2.1. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- 2.2. 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.

- 2.3. 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.
- 2.4. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5. This policy complies with our funding agreement and articles of association.

### **3. ACTION PLAN**

- 3.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
- 3.2. Increase access to the curriculum for pupils with a disability
  - Our school offers a differentiated curriculum for all pupils
  - We use resources tailored to the needs of pupils who require support to access the curriculum
  - Curriculum resources include examples of people with disabilities
  - Curriculum progress is tracked for all pupils, including those with a disability
  - Targets are set effectively and are appropriate for pupils with additional needs
  - The curriculum is reviewed to ensure it meets the needs of all pupils
  - Give pupils the opportunity to use technology
- 3.3. Improve and maintain access to the physical environment  
The environment is adapted to the needs of pupils as required. This includes:
  - Ramps
  - Corridor width
  - Disabled toilets and changing facilities
- 3.4. Improve the delivery of information to pupils with a disability  
Our school uses a range of communication methods to ensure information is accessible. This includes:
  - Internal signage
  - Pictorial or symbolic representations

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	Training for teachers on differentiating the curriculum and meeting individual needs.	Termly monitoring to inform, at least termly, CPD sessions that focus on planning for all children, including SEND.	Leadership team/SENCo	Ongoing	Teachers will feel confident in differentiating the curriculum. Children will have appropriately pitched learning throughout the curriculum.
	Classrooms are optimally organised to promote the participation and independence of all pupils	Monitoring of classroom spaces. Ensure children's needs are accounted for in the classrooms e.g visual/hearing needs means children are closer to the front etc.	Monitoring of classroom spaces. Ensure children's needs are accounted for in the classrooms e.g visual/hearing needs means children are closer to the front etc.	Ongoing	Children will independently access the learning environment
Improve and maintain access to the physical environment	Availability of physical aids for accessing the curriculum and environment	The school will ensure that they are familiar with LA offer for physical aids in schools through partnership with outreach services. Reasonable adjustments are made where necessary.	SENCo	Ongoing	All children will have the appropriate resources and equipment to meet their needs.
Improve the delivery of information to pupils with a disability	Availability of written material in alternative formats	The school will ensure it is aware of the services available through the LA for converting written information into alternative formats e.g., use of large print.	SENCo	Ongoing	Our school uses a range of communication methods to ensure information is accessible.  This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>

#### 4. MONITORING ARRANGEMENTS

- 4.1. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.  
It will be approved by the Trust Leader (CEO).

## **5. LINKS WITH OTHER POLICIES**

5.1. 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
- Supporting pupils with medical conditions policy