



Inspiring All to Excellence



Edge Hill Academy

Accessibility Plan

Document Control

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Policy Owner	Jane Foster
Policy Approver	Local Governing Committee

Version Control

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2	Autumn 2023	J. Foster	Amended dates
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Section	Changes Made
All sections	Dates changed
All sections June 25	Dates changed
Page 10 June 25	Prior to starting, information is shared at new parents evening or emailed or shared on the website

Legislation:

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Definition of disability under the Equality Act 2010:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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.

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.

Vision statement:

Every child who joins our Trust community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability including pupils with multiple or individual learning consideration. Our Trust is an inclusive organisation, which aims to: set challenging targets for all pupils and staff, to place children's rights at the heart of all we undertake and ensure that staff and resources are maximised effectively in order to secure the best possible outcomes for every child. The Trust strives to ensure that all pupils are treated with respect, integrity, and humility. This includes providing access and opportunities for all pupils.

Purpose:

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Aims:

The aim 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.

Access to the plan:

The plan will be made available online on the Trust and each individual school website, and paper copies are available upon request.

The Academy will publish its accessibility plan with a vision statement that says the school is committed to providing an environment that:

- Enables full curriculum access and values
- Includes all pupils, staff, parents, and visitors

Each aim will encompass:

- Current good practice
- Objectives
- Actions to be taken
- Person responsible
- Date to complete actions by
- Success criteria

Each school within the Trust will ensure that they have a plan that includes an audit of the accessibility of the school, considering features such as signage and doors.

Our schools within the Trust are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility that is school specific, this procedure sets out the process for raising these concerns.

Stakeholders:

The governing body within each school recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This policy complies with our Funding Agreement and Articles of Association. Please see the attached action plans that sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Plan

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;

Aspect / Action	Success Criteria	Lead	Timescale	Monitoring
Develop the use of ICT to support pupils with a Disability/Special Educational Need	<ul style="list-style-type: none"> *DPO checks for compliance and acceptability *Teachers/Learners utilising ICT to support curriculum access. *Increase awareness of wellbeing resources (IT) available to support mental health (HOPE Project and Nurture in school) 	<ul style="list-style-type: none"> DPO Trust IT Leader Headteacher Mental Health lead 	Ongoing 25-26	<ul style="list-style-type: none"> *EHCPs (Education Health and Care Plan). *Parent/Pupil Wellbeing survey. *Primary Goal will review the IT Curriculum and identify areas for development to ensure that ALL pupils can access the Computing Curriculum.
Monitoring adaptations or reasonable adjustments to learning, including support and challenge for learners with SEND.	<ul style="list-style-type: none"> *Planning identifies appropriate challenge and support for SEND learners. *Resources are utilised to support learners effectively. *SEN/Disabled learners make sustained progress. 	<ul style="list-style-type: none"> Headteacher External agency Support E.g., Autism Outreach Team. Education Psychologist, Occupational Therapy, Community Paediatrics. SENDCO Leaders support using / sharing best practice through the SENDCO Forum. 	Regular monitoring throughout 2025 -26	<ul style="list-style-type: none"> *Planning scrutiny *Book reviews *Lesson visits *Learning walks *Provision Mapping on Edu Key *Professional discussions with outside agencies *PLC

<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils, including accessing advice and support.</p>	<p>*All learners are supported to access out-of-school activities fully.</p> <p>*Risk Assessments are in place to enable all learners to participate in all aspects of activities- transport/ access to environments and facilities.</p> <p>*Educational Visits will be monitored through Evolve. Additional Equality Impact Assessments will be made to secure accessibility to all aspects of the educational visit.</p>	<p>Headteacher</p> <p>SENDco</p> <p>Evolve Leader</p> <p>Parents/ Carers where appropriate</p>	<p>Ongoing</p>	<p>*Evolve</p> <p>*Risk Assessments</p> <p>*Recorded discussions between SENDCos and Parents in relation to out of school activities (where appropriate, After School Care Clubs).</p>
<p>Regularly consult with/obtain the views of those learners identified on our Disability Register</p>	<p>*Ensure learner voice is heard through School Council.</p> <p>*Parental meetings / Surgeries.</p> <p>*Use outcomes to inform future planning.</p> <p>*Pupil surveys</p> <p>*SEND Reviews</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SENCO</p> <p>Mental Health and Well-Being Lead</p> <p>Local Governing Board</p>	<p>Termly</p>	<p>*SEND Governor Link Meetings</p> <p>*School Council</p> <p>*SENDCO Forum representative</p> <p>*Parent Drop in to support parents</p>
<p>Support teachers to refine adaptations in PE lessons and to ensure inclusive practise.</p>	<p>*Disabled learners participate in all PE lessons and planning enables learners to actively engage in all lessons.</p> <p>*Advice from appropriate outside agencies is utilised and best practice shared.</p>	<p>PE Lead</p> <p>SENDCo</p> <p>Outside Providers</p> <p>Headteacher</p>	<p>Termly</p>	<p>*Lesson visits</p> <p>* PE Assessment</p> <p>*Learning walks</p> <p>*Planning scrutiny</p>

<p>Providing ongoing training and support for staff, pupils, and parents about Gender equality.</p>	<p>*Staff, parents, and pupils will have an increased awareness of Gender equality.</p> <p>*The needs of individual learners will be met as required.</p> <p>*Relevant staff to have attended training – First Aid/ Diabetes/ Epilepsy etc.</p> <p>*The curriculum will further explore gender equality through Sex Relationship Education curriculum.</p>	<p>RSE Lead</p> <p>Mental Health and Well-Being Lead/SENDSCO</p> <p>Staff training matrix</p>	<p>Ongoing from Autumn 2025</p> <p>September 2025 - Safeguarding Level 1</p>	<p>*Staff training/ CPD</p> <p>*Learning environment is reviewed regularly.</p> <p>*1:1 session with SMHL or other providers in school is established where required.</p>
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2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Aspect / Action	Success Criteria	Lead	Timescale	Monitoring
<p>The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors.</p> <p>Reviewing furniture in classrooms when needed.</p>	<p>*Access through to the main school building enables disabled access/ staff/ children and all visiting members.</p> <p>*Learning environments are tidy and clear enabling access for all.</p>	<p>Headteacher</p> <p>Site Caretaker</p> <p>All staff</p> <p>Trust Premises Forum and Health and Safety Lead</p>	<p>Ongoing from Summer 2025</p>	<p>*Environment check- in line with Health and Safety procedures</p> <p>*Learning walks by Link Governors, Site Caretaker and Headteacher</p> <p>Health and Safety Reports termly</p>

3.Improving information delivery to pupils with disabilities.

Aspect / Action	Success Criteria	Lead	Timescale	Monitoring
<p>Increase the ease of readability of information provided to parents/others.</p> <p>Provide information on all correspondence signposting website which will read the information out.</p>	<p>*All parents/learners are able to access written materials/IT or verbal as required (Letters, posts etc)</p> <p>*Information is available in different formats and where required assistance is available for support. This will include interpreters for EAL (English as an Additional Language) learners/parents.</p> <p>*Edge Hill Website signposted on all communications.</p> <p>*Email and text updates ensure that all stakeholders are updated regularly.</p> <p>*Frequent surveys engage parent/ wider community opinion on communication and what can be made even better.</p>	<p>Headteacher</p> <p>All staff including: Admin staff</p>	<p>Ongoing</p>	<p>*Parent meetings sharing information</p> <p>* Email and text communications shared regularly</p> <p>*Information on the website</p> <p>*Requests for EAL documentation will be accessed including translators (if required)</p>
<p>Ensure written material is available in alternative formats when required</p>	<p>*Establish the services that are available through the Trust for converting written information into alternative formats.</p> <p>*Information is available in different formats via the school office.</p>	<p>Headteacher and SLT</p> <p>Office Admin</p>	<p>Ongoing</p>	<p>*Parent questionnaire</p> <p>*Outside agency advice</p>

Access Audit Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide areas	Maintain and ensure access at all times	Site Caretaker Class teachers	Ongoing
Parking bays	Disabled parking bays marked	Review service annually and check daily for clear parking access	Headteacher	Ongoing
Entrances and Lifts	Front door access is flat and there is lift down to the hall and a lift to go to the second floor of school	Lifts are maintained and serviced	Site Caretaker and outside provider	Ongoing
Forest areas	Access to the specific areas needed through KS2 gate and wider gates.	Site Caretaker will assess suitability for KS2 gate or front access for disabled equipment	Forest Lead Site Caretaker	Ongoing
Toilets (disabled)	Toilets have regular checks and disabled access and alarms	Ensure service every 6 months	Site Caretaker	Ongoing
Reception area	Accessible to wheelchair users	Ensure service every 6 months	Site Caretaker	Ongoing
Internal signage	Signs in places	None required	Site Caretaker	Ongoing
Emergency escape routes	Evacuation plan in place. The safety identified in the event of a fire for those who cannot be safely evacuated.	These will be based on previous procedures and action points Door checks Evacuation checks termly including Fire Drills/ Emergency Evacuations	Site Caretaker	Ongoing

Monitoring arrangements:

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

It will be approved by the Headteacher alongside each individual school within the Trust.

Links with other policies:

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

- 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