

Accessibility Plan



Document Management Information

Applicable to:	All Staff
Dissemination:	The policy will be available to staff via the Trust’s Policy Centre and website
Implementation:	The Central Estates Team will provide strategic oversight to ensure consistency in accessibility audits, reasonable adjustments, and compliance with the Equality Act, 2010. It is the expectation across the Trust that all academy sites proactively accommodate the needs of individuals with disabilities and access requirements, ensuring inclusive environments that support participation, safety, and dignity for all
Training:	Central Estates Team and academy-based Site Team: <ul style="list-style-type: none"> • Access training course - Equity, Diversity and Inclusion
Review frequency:	Every three years
Policy Author:	Charlie Graham - Head of Estates
Executive Policy Owner:	Kyle Taylor - Chief Finance and Operations Officer (CFOO)
Approval by:	Level 2 - Finance and Audit Committee
Approval date:	October 2025
Next review date:	October 2028

Revision History

Document Version	Description of Revision	Date Approved
1.1	Policy created	October 2025

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1. Plan Statement

In accordance with the Equality Act, 2010, all academies within our Trust are required to maintain an Accessibility Plan. The purpose of this plan is to:

- Increase access to the curriculum for students with disabilities.
- Improve the physical environment to support their participation in education and use of facilities.
- Enhance the availability of accessible information for students with disabilities.

Our Trust is committed to promoting equality, respect, and inclusion for all students. We recognise and respond to individual needs, making reasonable adjustments to ensure full access to learning opportunities.

We ensure staff receive appropriate training on equality and disability awareness, in line with the Equality Act, 2010. The Trust also works in partnership with relevant stakeholders to support the development and implementation of the plan.

Concerns regarding accessibility can be addressed through the Trust's Complaints Procedure, which outlines the process for raising issues.

2. Legislation and Guidance

The Accessibility Plan complies with Schedule 10 of the Equality Act, 2010 and reflects the Department for Education (DfE) guidance for schools.

Under the Equality Act, 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. According to the SEND Code of Practice, 'long-term' is defined as lasting a year or more, and 'substantial' as more than minor or trivial.

This definition includes sensory impairments (e.g. sight or hearing loss) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are legally required to make reasonable adjustments to reduce or remove substantial disadvantages faced by students. These adjustments may include the provision of auxiliary aids or modifications to the physical environment.

3. Trust Action Plan

This action plan sets out the aims of our responsibility plan in accordance with the Equality Act, 2010.

Objective	Actions	Lead	Timeline	Success criteria
Estates				
Improve physical access	Conduct site audits Install ramps, lifts, accessible toilets Ensure signage is clear and tactile	Head of Estates	By July 2026	All academies meet minimum accessibility standards
Emergency procedures	Ensure invacuation and lockdown plans include disabled students Personal Emergency Evacuation Plans (PEEPs)	Head of Estates Trust Safeguarding Lead	By March 2026	All students have safe access during emergencies
Curriculum				
All pupils, including those with SEND and other additional needs, will access and thrive within a broad, balanced, and ambitious curriculum through consistently inclusive teaching practices across the trust.	Further embed inclusive practice into curriculum design, delivery, and assessment across all schools. Ensure the curriculum is flexible, representative, and responsive to diverse needs, cultures, identities, and experiences.	Director of Inclusion, SEND, and AP Deputy CEO	Ongoing, annual review	All pupils, including those with SEND and additional needs, are able to access and engage with the curriculum offer. Curriculum content is representative and responsive to the diversity of the school communities.

	<p>High-Quality Inclusive Teaching is in every classroom.</p> <p>There is regular CPD on inclusive practice.</p>			<p>Teachers implement High-Quality Inclusive Teaching strategies in every classroom.</p> <p>All staff receive regular, high-quality CPD on inclusive curriculum and pedagogy.</p>
<p>Assessment for learning is used consistently and effectively across all schools to identify and respond to individual learning needs, inform teaching, and ensure all pupils – including those with SEND, EAL, and other additional needs – make sustained progress through the curriculum</p>	<p>Ensure assessments are accessible, inclusive, and responsive to individual needs.</p> <p>Further embed formative, ongoing assessment practices that identify gaps in learning and inform teaching in real time and over time.</p> <p>Use a diverse range of assessment methods to capture pupil understanding in multiple ways.</p> <p>Empower pupils to understand success criteria and engage in self-assessment, with clear, actionable feedback that supports</p>	<p>Deputy CEO</p>		<p>All pupils, including those with SEND and EAL, can demonstrate their learning through accessible and varied assessment methods.</p> <p>Teachers consistently use formative assessment to adapt teaching in real time and over time.</p> <p>Pupils can articulate what success looks like and how to improve their work.</p> <p>Assessment data is used diagnostically to identify barriers and inform support or curriculum adjustments.</p> <p>Moderation processes across the trust reflect</p>

	<p>progress and independence.</p> <p>Use assessment data diagnostically to support the removal of barriers to learning, inform curriculum planning, and ensure moderation processes reflect inclusive principles.</p>			<p>inclusive principles and ensure consistency in assessing diverse pupils. Examination courses will have their moderation processed dictated by exam boards.</p>
<p>Pupil voice, co-production, and parental engagement are embedded across the trust, ensuring that pupils and families are active partners in shaping inclusive, responsive, and high-quality educational experiences</p>	<p>Establish structured opportunities for pupil voice and co-production</p> <p>Develop inclusive and accessible communication channels for parents and carers</p> <p>Embed parental engagement in curriculum and school life</p> <p>Use feedback to inform practice and policy</p> <p>Celebrate and recognise contributions from pupils and families</p>	<p>Principals</p> <p>Director of Primary Education</p>		<p>Pupils actively contribute to decision-making processes at school, and trust level.</p> <p>Parents and carers are regularly engaged in meaningful dialogue about their child’s learning and school improvement.</p> <p>Feedback from pupils and parents is systematically gathered and used to inform practice and policy.</p> <p>All communication with families is inclusive, accessible, and culturally responsive.</p>

				Joint initiatives and events promote collaboration between school, pupils, and families.
Ensure all pupils, parents, and staff have equitable access to clear, timely, and accessible information in formats that meet their communication needs.	<p>Ensure all information for pupils, parents, and staff is available in accessible formats.</p> <p>Ensure all school and trust websites meet accessibility standards.</p> <p>Provide staff training on accessible communication</p> <p>Establish a clear process for requesting information in alternative formats</p> <p>Use multiple communication channels</p> <p>Gather feedback from pupils and families on the accessibility of information and use it to improve communication strategies.</p>	Communications Lead and IT Team	By December 2025	<p>All key information is available in accessible formats (e.g., large print, audio)</p> <p>All school and trust websites meet recognised accessibility standards</p> <p>Parents, carers, and pupils report that information is clear, timely, and easy to understand.</p>

<p>All staff across the trust will receive regular, high-quality training to develop their knowledge, skills, and confidence in delivering inclusive, accessible, and equitable education for all pupils</p>	<p>Provide training for staff groups (e.g., teachers, TAs, admin, site staff, leadership) to ensure everyone understands their role in promoting accessibility.</p> <p>Embed accessibility and inclusion training into induction for all new staff and governors across the trust.</p> <p>Evaluate the impact of training through:</p> <ul style="list-style-type: none"> • Staff surveys • Observations of inclusive practice • Pupil progress and engagement data • Feedback from pupils and families <p>Create a centralised Sharepoint with recorded training, toolkits, and guidance documents to support ongoing professional learning.</p>	<p>Director of Inclusion, SEND, and AP</p>	<p>Annually</p>	<p>Staff across the trust receive training on accessibility.</p> <p>Staff demonstrate increased confidence and competence in inclusive practice.</p> <p>Inclusive strategies are consistently observed in classroom practice across all schools.</p> <p>Training content is tailored to roles and responsibilities and is regularly updated to reflect current best practice.</p> <p>Impact of training is evident in improved pupil outcomes and engagement, particularly for pupils with SEND and other additional needs.</p>
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Appendix 1 - The Abbey School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair accessible height</p>				

Appendix 2 - Deanwood Primary School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 3 - The Howard School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
S Block improvements	Front ramp already exists.	Add internal railings to front ramp. Install metal ramp to art entrance. Consider adding disabled toilet.	6-12 months	Estates	Railings and ramp installed. Disabled toilet feasibility assessed.
L Block improvements	Main entrance ramp exists. Safety chair on top floor.	Improve ground floor access. Install ramps at 4 rear fire exits. Consider adding disabled toilet.	12 months	Estates	Rear fire exit ramps installed. Disabled toilet feasibility assessed.
C Block improvements	Ramp already exists.	Consider adding disabled toilet.	12 months	Estates	Area remains accessible.
Table Tennis area	Fully DDA compliant. Disabled toilet available.	Maintain compliance.	Ongoing	Estates	Area remains accessible.
M Block improvements	Metal ramp at main kitchen entrance. Pastoral ramp installed (awaiting door and railing).	Complete pastoral ramp installation. Explore canteen access solution.	6 months	Estates	Pastoral ramp completed. Canteen access solution identified.
Sports hall improvements	Ramp near gym 1 exists.	Add ramp near gym 2.	12 months	Estates	Additional ramps and widened door installed.

	Fire exit ramp installed.	Widen fitness gym door. Raise ground near gym 1 entrance. Provide disabled changing/toilet (use table tennis area as interim).			Interim toilet solution in place.
ST Block improvements	Fully DDA compliant. Lift and safety chair. Disabled toilets.	Maintain compliance.	Ongoing	Estates	Area remains accessible.
Food Technology and Library Block improvements	DDA compliant.	Consider adding disabled toilet.	12 months	Estates	Disabled toilet feasibility assessed.
U Block improvements	Rear access level ground.	Improve internal access. Consider adding disabled toilet.	12 months	Estates	Internal access improved. Disabled toilet feasibility assessed.
H Block improvements		Add ramp and railings to ELC main entrance. Consider adding disabled toilet.	12 months	Estates	Ramp installed. Disabled toilet feasibility assessed.
6 th Form Block improvements	Disabled toilet available.	Convert rear steps to ramp with railings.	6 months	Estates	Ramp installed.
General improvements	Some level changes marked.	Highlight all changes of level with yellow paint across school.	6 months	Estates	All level changes clearly marked.

Appendix 4 - Hurstmere School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 5 - Miers Court Primary School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 6 - The Rowans AP Academy - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 7 - Temple Mill Primary School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 8 - Thames View Primary School - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				

Appendix 9 - Waterfront UTC - Estates Accessibility Audit

Targets	Current good practice	Objectives	Timeframe	Responsible person	Success criteria
Estates					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height 				