



Accessibility Plan

Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)
Owner: National Director of Primary

Date of Review: July 2025

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 Heartlands 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

Heartlands Academy is situated in a 3 storey building with ramp access from front gates and lift access to all floors. The ground floor is completely accessible via steps, ramps and lift with wheelchair accessible toilet, shower room, medical room, changing area, wheelchair accessible LRC, and playground. All floors of the academy follow a similar layout and are easily accessible with wide classroom door frames, wide hallways and wheelchair accessible toilets on each 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 and staff with a physical disability 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	Business Manager	
				Site Manager	
				All staff	
	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	Deputy Head Teacher	
				Fire Marshals	
		Any issues to be addressed immediately and plans amended appropriately. All	Termly and Annually	Head Teacher	

	<p>Regular fire drills to ensure speedy evacuations and identify any issues.</p> <p>Students reminded to walk on the left and single file</p>	<p>persons with disabilities able to access and evacuate areas of the buildings.</p>			
<p>To identify any further maintenance on site which may impact on persons with a disability.</p>	<p>Corridors, entrances, walkways to be obstacle free constantly.</p> <p>Students to leave bags and coats under chairs/tables or on racks/hangers during lessons to ensure gangways are obstacle free in structured and unstructured time eg: lessons/lunch break.</p> <p>Classrooms, SLZs, learning zones and areas to be tidied to support students</p>	<p>Pupils and people with disabilities to be able to move around the academy safely.</p> <p>Improved access to learning environments for all pupils.</p>	<p>Ongoing</p> <p>Termly/Annually</p>	<p>All Staff</p> <p>Site Manager</p> <p>Deputy Head teacher</p> <p>All staff</p>	

	with sensory and/or physical needs				
To ensure the accessibility of all disabled persons.	Deputy Headteacher and Site manager to conduct a detailed audit of the building and maintenance to be carried out where necessary.	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site	Ongoing	Deputy Head teacher Site Manager Regional Health and Safety Team	

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
Educational Visits to be accessible to all	Risk Assessment completed well in advance of trip and checked over by Senior leadership team (SLT), to include clear consideration and provision for disabilities and	Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities. All pupils able to	Ongoing	Trip Leaders Senior Leaders School Nurse All staff SENCO + Deputy SENCO	

	<p>medical needs. EG: spare asthma pump available, wheelchair accessible coach/transport options.</p> <p>Ensure new venues have been additionally risk assessed to meet our criteria.</p> <p>Share trip itinerary with parents beforehand in case of any oversights.</p> <p>Share care plan and brief on children's needs, also providing a trip pack that details information including roles, guidance and care plans for all trip staff</p> <p>Ensure access to trip training provided by the local authority.</p>	<p>take part in a range of activities.</p> <p>Parents will have an opportunity to have input on itinerary or identify any oversights.</p> <p>Staff on trip will feel confident in ensuring all children's needs are taken care of.</p>		Head teacher	
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<p>Increase confidence of all staff in supporting a range of needs across the curriculum.</p>	<p>Targeted CPD for all staff (teaching and non-teaching) that deal specifically with needs of our students including how to support range of SEND needs and ensuring these needs are met.</p> <p>CPD for all teaching staff on universal, targeted and specialist support to provide range of strategies specific to a range of SEN and areas of need.</p> <p>Expert training provided from external agencies that work closely with Heartlands eg: Communication Autism Team (CAT) providing tier 1 ASC training to all staff.</p>	<p>All teachers are able to fully meet the requirements of SEND children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book trawls.</p> <p>SEND pupils needs are met and they are making at least expected progress in core subjects.</p> <p>Staff feel confident when dealing with SEND and are able to employ a wider range of universal strategies before asking for targeted support.</p>	<p>Ongoing</p>	<p>Assistant Head for Teaching and Learning</p> <p>SENCO and Deputy SENCo</p> <p>All Teaching Staff</p>	
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	<p>'Know Your Students', 'SEND Newsletter' & 'Hotspot/Best Practice' briefing given weekly to all staff to enable sharing of strategies and build confidence in using a range of approaches to ensure children make the desired progress.</p>	<p>Teaching practice across school is improved with positive learning outcomes for all students.</p>			
<p>To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.</p>	<p>Utilise NGRT and TRHIVE data to monitor SEND progress of high needs pupils.</p> <p>Quality assurance of intervention delivery.</p> <p>Ongoing review of planned interventions.</p> <p>Utilise additional tools for tracking progress of SEND students such as literacy/numeracy toolkits, Standardised</p>	<p>Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.</p> <p>Data stored and analysed weekly, half termly or termly according to provision with relevant parties that evidence levels of</p>	<p>Ongoing</p>	<p>All Staff</p> <p>Teaching Assistants</p> <p>SENDCo</p> <p>Learning Managers</p> <p>Heads of Department</p> <p>Assistant Head for Teaching and Learning</p>	

	Assessment Scores, & Confidence lines	progress.			
Ensure classroom support staff have specific training on disability issues.	<p>Support staff to attend all CPD.</p> <p>Support staff to book relevant specialist external CPD.</p> <p>Opportunities to work and liaise with wide range of external agencies in providing support.</p>	<p>Support staff able to meet needs of children with SEND</p> <p>Support staff capable of providing additional strategies for specific areas of need to teaching staff.</p>	Ongoing	<p>SENCo</p> <p>Assistant Head for Teaching and Learning</p> <p>Head Teacher</p>	
Ensure PE is accessible to all	<p>Full inclusion to participate In sporting activities.</p> <p>Staff to be aware of children's limitations, personal management plans and pupil passports – using this to inform planning of lessons.</p> <p>Feedback from external agencies such as Physical</p>	<p>All pupils will be able to participate in PE lessons with reasonable adjustments.</p> <p>Pupils with a disability to have the opportunity to participate in sporting events alongside pupils without disabilities.</p>	Ongoing	<p>All Staff</p> <p>Head of PE</p> <p>Trip Co-ordinator</p> <p>SENDCo</p>	

	Disability Support Services, Visual Impairment Team and Teacher of the Deaf in order to inform writing and implementation of support plans.				
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Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
Appraise outgoing information to parents/carers and children to ensure it is accessible.	Supply information and letters in clear print with option for different formats where necessary e.g. different languages, enlarged font or braille. Academy office will support and help parents to access information and complete academy forms with optional	All parents able to access key information with regards to all areas of the school or know who they can	Ongoing	Reprographics team Office Admin staff IT team	

	use of translation services				
For information to be accessible for children with SEND needs.	<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 presented in different ways for children with learning needs and/or speech and language needs.</p>	<p>Children with dyslexia and visual 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>	Ongoing	<p>All Staff</p> <p>Inclusion Team</p> <p>SENCo and deputy SENCo</p>	