



Accessibility Plan

1.0 Aims of the Accessibility Plan

Academy trusts are required under the Equality Act 2010 to prepare an accessibility plan. The purpose of the plan is to, over a prescribed period:

- 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

The Accessibility Plan should be kept under review.

The Accessibility Plan will be made available online on the Trust's website, and paper copies are available upon request.

Each establishment within the Trust is required to adapt the Plan according to its circumstances, and to implement it.

Ethos of the Trust

Consortium Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We strive to provide quality education that is inclusive of all pupils and encourages them to work as confident individuals in friendship and partnership. We believe in providing opportunities that allow each pupil to flourish and achieve their potential.

2.0 Legislation and guidance

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](#).

The Equality Act 2010 defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day 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.



3.0 Action plan

This action plan sets out the actions to be taken by each school to meet the requirements of the Act..

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|----------------------------|---------------------------|------------------------------------|-------------------------|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p><i>Explain your school's approach here. Examples: 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.</i></p> | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>Improve and maintain access to the physical environment</p> | <p><i>Explain your school's approach here. Example: The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Explain your school's approach here. Example: Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> | | | | | |



4.0 Monitoring arrangements

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

The Accessibility Plan will be approved by the Trust Board. Action Plans for individual schools will be approved by the relevant Locality Committee.

Appendix A

Accessibility assessment

The table below contains some examples of features you might assess as part of an assessment of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions taken | to be | Person responsible | Date to complete actions by |
|-------------------------|-------------|---------------|-------|--------------------|-----------------------------|
| Access from the highway | | | | | |
| Corridor access | | | | | |
| Lifts | | | | | |
| Parking bays | | | | | |
| Entrances | | | | | |
| Ramps | | | | | |
| Toilets | | | | | |
| Reception area | | | | | |
| Internal signage | | | | | |
| Emergency escape routes | | | | | |
| Signage | | | | | |



Document Control

Changes History

| Version | Date | Amended By | Details of Change |
|----------------|-------------|--|--|
| 1.0 | 27/11/2019 | Robin Chew | Document drafted for Board approval |
| 2.0 | 14/09/2022 | Robin Chew | Minor formatting changes following three yearly review |
| 3.0 | 25/09/2025 | Head of Service: Facilities and Compliance | Periodic review |
| | | | |
| | | | |
| | | | |
| | | | |

Approval

| Name | Job Title | Signed | Date |
|--------------------------|---------------------------------|----------------------|-------------|
| Andrew Aalders-Dunthorne | Principal/CEO | Electronic signature | 10/10/2022 |
| Tamsin Little | On behalf of the Exec Committee | Electronic signature | 10/10/2022 |
| Andrew Aalders-Dunthorne | Principal/CEO | Electronic signature | 13/10/2025 |
| Lisa Jones | On behalf of the Exec Committee | Electronic signature | 13/10/2025 |

This policy will be reviewed every 3 years by the Head of Service Facilities and Compliance or as required by changes in legislation.

At every review, this policy will be approved by the Exec Committee.

END OF DOCUMENT