



Accessibility Plan

Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: November 2022

Executive Leadership Team (ELT)

Date of Review: July 2025

Owner: National Director of Primary

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 Bourne End 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.

Bourne End Academy is situated on a site varying from single storey to two storey aspects. The ground floor is fully accessible via steps and ramps. There are disabled toilet facilities and changing area facilities. Some areas of the academy are easier to access than others. However, it is possible to accommodate individual pupil's disabilities through changes in timetabling to specific areas. 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 disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated. Fire drills to ensure speedy evacuations and identify any issues. EVAC chair on the stairs.	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately.	Term/Annually Termly/ Annually	Site Manager/Head teacher / SENCO	September 2023

		All persons with disabilities able to access and evacuate areas of the buildings.	Termly/Annually		
To ensure the accessibility of all disabled persons.	<p>All corridors, entrances to be kept clear of obstructions.</p> <p>Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.</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>Termly/ Annually</p> <p>Termly</p>	All staff/ Site manager	September 2023
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	Termly/Annually	Site manager / regional site and health and safety team.	September 2023

Increasing the extent to which disabled pupils can participate in the academy's curriculum

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through selfreview 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
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASC/ Physical disabilities) CPD on assessment, target setting and planning for differentiated/scaffolded curriculum. Support and coaching in planning and delivering lessons to children with SEND. Tier 1 ASC training for staff by Communication and Autism Team.	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks and book looks SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills)	Spring 1 and Ongoing	SENCO Subject specific working parties	Termly
To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures	Staff training on tracking and monitoring progress.	Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support	On going	Head teacher/ SENCO	Termly

All educational visits to be accessible to all.	Sharing guidance for staff on making trips accessible. Share care plans with staff for individual children. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place	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 take part in a range of activities.	Ongoing	Trip coordinator SENCo. All staff involved in planning trips and supporting children on them.	
To ensure PE is accessible to all and extra-curricular activities.	Inclusion sports team to participate in sporting activities. Staff to be aware of children's limitations and care plans to be shared with staff.	All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities	Ongoing	All staff SENCO Trip coordinator	Termly

Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Timescale	Responsibility	Date reviewed
Review information to parents/carers and children to ensure it is accessible	Provide information and letters in clear print and 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. To use social media platforms to communicate more effectively.	All parents will be able to access information and will be kept informed of relevant news.	Ongoing	Teachers Support staff SENCO Office Staff IT	Termly
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 differentiated for children with learning</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</p>	Ongoing	<p>SENCO</p> <p>All staff</p>	Termly

	needs or speech and language needs.	in a way that is meaningful to them.			