




Accessibility Plan

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Written by	S. Green
Date for Review	October 2024
Approving Body	Principals
Signed	

Vision:
Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

1. Aims

Schools and Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At The Forge Trust children will be given the fair chance of an education like their peers.

The plan will be made available online on the academy website, and paper copies are available upon request.

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

The academy supports any available partnerships to develop and implement the plan. The academy will seek advice and support from outside agencies within the local council to adhere to make as many facilities accessible for all children.

If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for academies on the Equality Act 2010](#).

The Equality Act 2010, defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and/or 'long-term' adverse effect on his or her ability to undertake 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.

Academies 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

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
Increase access to the curriculum for pupils with a disability	<p>Our academy offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Staff are trained to meet individual medical needs of children and manual handling</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. implemented through curriculum objectives or PIVATs.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Parent/Carers liaise with staff at any time and termly review meetings are set.</p> <p>Speech and language trained TA delivers intervention</p>	<p>To early identify pupils with SEND.</p> <p>To train staff on the duty under the Equality act 2010</p> <p>To train more TAs to enable them to deliver speech and language intervention</p> <p>To provide specialist equipment to promote participation in learning by all pupils</p>	<p>Revisit graduated response to staff and ensure all staff use the SEND policy</p> <p>Train staff on the legal duty, complete questionnaires of CPD needs</p> <p>Audit current resources and provision needed. Purchase equipment needed (slant boards, overlays etc)</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>Dec 2023</p> <p>Jan 2024</p> <p>July 2024</p> <p>April 2024</p>	<p>Graduated response early identifies children as class concern.</p> <p>Staff training needs identified and a plan in place to deliver training</p> <p>More children can access speech and language interventions in school.</p> <p>Appropriate resources are in school to support children to access and fully participate in learning.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible reception area • Ramps/slopes • Corridor width • Disabled parking bay in main car park. • Disabled toilets and changing facilities • Emergency exits 	<p>To ensure access to the school office is wheelchair friendly</p>	<p>To have the steps replaced by a ramp into the main building by the reception</p>	<p>Principal</p>	<p>June 2025</p>	<p>The main school office will be accessible for everyone.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal and external signage • Use of communication in print 	<p>To focus on the visual cues in the school environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>To ensure any written information can be accessed by all parents</p> <p>To ensure parents who are unable to attend parents evening/ parents meetings, because of a disability, are supported</p>	<p>Visual timetables</p> <p>Label shared areas using symbols</p> <p>Ensure classrooms use symbols for labeling trays, resources etc</p> <p>Audit parental needs</p> <p>Produce information in alternative formats</p> <p>Staff to hold meetings by phone/Teams, make home visits or send written reports home</p>	<p>SENCo</p> <p>SENCo</p> <p>All staff</p>	<p>October 2023</p> <p>October 2023</p> <p>April 2024</p>	<p>Signs around school help to orientate children and identify individual rooms and spaces</p> <p>All parents can access information that is distributed by the school</p> <p>Parents are fully informed of their children's progress and feel that their opinions are taken in account</p>

4. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by Simon Green (Academy Principal), Deborah Thombs (SENCO) and Lee Hessey (CEO).

5. Links with other policies

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

- Risk assessment policy
- 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

Appendix 1: Accessibility audit

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey school.		Principal	
Corridor access	Corridors are accessible and wide enough for wheelchair maneuver	Corridors to be kept tidy and free from obstructions where the children exit	All staff	Sept 2023
Entrances	Most entrances have disability access	Front entrance to school requires a ramp	Principal	June 2025
Toilets	There is a disabled toilet in the main building			
Internal signage	Internal signage is limited	See action plan above	SENCo	October 2023
Emergency escape routes	Exits are clearly labelled	Continue to ensure all signage is maintained	Site Manager / SENCo	Ongoing