



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 “academys cannot unlawfully discriminate against students 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 academys or post-16 institutions; and
- are under compulsory academy age and are likely to fall within either of the definitions above when they reach compulsory academy age or would do so if special educational provision were 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 academy’s provision for supporting students 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 academy 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 academy community partners to:

- Promote equal opportunities for all as an inclusive academy regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all students.
- Set high standards and targets for all students including those with a disability.
- Provide a safe and secure learning environment for all students.
- Develop student collaboration and independent learning opportunities.
- Make sure that all students are happy and fulfilled having a positive self-esteem.
- Equip all of our students with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in students 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 students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

Purpose of the plan:

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for students, prospective students, and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to students 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 students with medical conditions policy

The academy's accessibility plan is resourced, implemented, and reviewed and revised, as necessary.

E-ACT North Birmingham Academy Accessibility Plan

Academy context

As part of E-ACT, we embody our values both inside and outside of the classroom in all we do by always Thinking Big, Doing The Right Thing and with our unbreakable Team Spirit.

N - Nurturing Environment:

- Where all feel safe (outstanding safeguarding)
- Where all belong (inclusivity in and out of class)
- Where all feel valued (celebration & rewards)

B - Boundless Opportunities:

- High Aspirations (Outstanding Sixth Form, Careers)
- Enrichment (clubs, trips & experiences)
- Student Leadership (rewards, sports, house leaders)

A - Achieving Highly

- High Expectations (pride and challenge)
- Inclusive & Ambitious learning culture: Keep up not catch up!
- Literacy as an essential foundation

In light of this, North Birmingham Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, families and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Our academy aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy. Moreover, 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 is committed to making reasonable adjustments to allow disabled students to access educational provision at the academy. The academy main site is across one main building with multiple floors (that are all accessible via the academy lift.) Moreover, the necessary arrangements can and will be made (such as modifying the curriculum) when required to accommodate

the accessibility needs of any students that may arise. Classrooms and doorways are adequate for wheelchair access. Furthermore, there are disabled toilets on every floor of the academy and there is also a Hygiene Room, which is a changing facility for students who require this support.

Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of education and associated services.

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Ensure all staff are aware of the access needs of disabled students at the academy.	Ensure medical alerts for high/complex needs students are regularly and clearly updated and shared with all staff.	All staff will be aware, thus mindful of the access needs of disabled children at the academy.	Ongoing	SENDCo Operational Medical Lead	
Ensure all disabled students can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all students with difficulties. Fire Marshalls to receive updated training on how to evacuate all persons, including disabled	All staff are clear on evacuation procedures for students. Clear understanding of the individual needs to safely evacuate all people.	Ongoing Ongoing	Site Manager Head teacher SENDCo	

	<p>people safely and a plan to be updated.</p> <p>Fire drills to ensure speedy evacuations and identify any issues.</p> <p>EVAC chair on the stairs.</p>	<p>Any issues to be addressed immediately and plans amended appropriately.</p> <p>All persons with disabilities able to access and evacuate areas of the buildings.</p>	<p>Termly/ Annually</p> <p>Ongoing</p>		
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 students with disabilities including sensory needs including displays.</p> <p>Learning environments to be appropriate for students with</p>	<p>Students and people with disabilities to be able to move around the academy safely.</p> <p>Improved access to learning environments for all students.</p> <p>Improved comfort within learning environments for all</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff Site manager Canteen Hall staff Cleaning staff</p> <p>All teaching staff</p> <p>All teaching staff</p>	

	sensory needs including displays, thus not overstimulating.	students with sensory needs.			
To identify any further maintenance on site which may impact on people 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 students and people with disabilities to access the site.	Ongoing	Site manager Trust site and health and safety team. SENDCo Deputy SENDCo	

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

Target	Strategy	Outcome	Timescale	Responsibility	Date of review
Increase confidence of all staff in supporting a range of needs across the curriculum.	<p>Personalised CPD for teachers to include how to support children with a range of SEND, ensuring their needs are met (e.g. ASD, physical disabilities, global developmental delay etc.)</p> <p>CPD on assessment, target setting and planning for adapted/scaffolded curriculum where required.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching strategies evident in learning walks and book checks.</p>	Ongoing	SLT SENDCo Teaching staff Support staff	

	Support and coaching in planning and delivering lessons to children with SEND.	SEND students' needs are met and they are making at least expected progress in their curriculum subjects, as well as development of social skills.			
To ensure progress of SEND students is evidenced in a variety of ways and implement new progress measures.	Staff training on the appropriate software for tracking and monitoring progress. Monitor SEND progress of high needs students.	Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.	Ongoing	Head teacher SLT SENDCo Deputy SENDCo	
Ensure classroom support staff have specific training on disability issues.	The relevant staff to access appropriate CPD (eg SALT, CBT and Autism courses etc.) Opportunities for academy staff to work with outside agencies on how best to support children in their care.	Staff are able to meet the needs of children in their care. A range of staff will have specialist skills through training received. E.G. SALT, ASD etc. Support staff and Teaching staff will have coaching opportunities with outside specialists on delivering	Ongoing	SENDCo SLT	

		effective intervention in-class and/or on a 1:1, 1:2 or small group basis, as per their respective roles.			
All educational visits to be accessible to all.	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual children.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.</p>	<p>Trips will be accessible to all children and all staff will be fully-equipped with the skills and knowledge requisite to support children with additional needs and disabilities.</p> <p>All students able to take part in a range of activities.</p>	Ongoing	<p>Educational Visits Coordinator</p> <p>SENDCo</p> <p>All staff involved in planning trips and supporting children on them.</p>	
To ensure PE is accessible to all, in addition to extra-curricular activities.	All students in the academy's SEND cohort to appropriately and safely participate in sporting activities, as per their abilities.	All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability.	Ongoing	<p>All staff</p> <p>SENDCo</p> <p>Trip coordinator</p>	

	Staff to be aware of children's limitations and the relevant plans (SEND and/or medical IHCPs) to be shared with staff.	Children with a disability to have the opportunity to participate in sporting events alongside children without disabilities.			
To ensure the effective deployment and management of resources to meet the needs of students with SEND.	All levels of SEND support (Universal, Targeted and Specialist) to be closely and regularly monitored reviewed and updated as required.	All children will receive the correct level of SEND provision that will aid their engagement with a broad and balanced curriculum.	Ongoing	SLT SENDCo Deputy SENDCo TAs (Level 3 TAs and HLTAs)	

Improving the delivery of information which is readily accessible to students 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. Where possible, also offer translated formats to support	All parents/carers and children will be able to access information and will be kept informed of relevant news.	Ongoing	Teaching staff Support staff SENDCo Deputy SENDCo Office Staff IT Support Team Academy Social Media Lead	

	<p>parents/carers who have EAL needs themselves.</p> <p>Academy office will support and help parents/carers to access information and complete academy forms.</p> <p>To use social media platforms to communicate more effectively and in a form of media (videos, interactive documents etc.)</p>				
<p>For information to be accessible for children with SEND needs.</p>	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. modified texts for students with VI needs, bilingual texts for students with EAL needs – where appropriate - etc.)</p> <p>For information to be modified for children with cognitive needs</p>	<p>Children with dyslexia, cognitive and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access</p>	<p>Ongoing</p>	<p>SENDCo Deputy SENDCo</p> <p>All staff</p>	

	or speech and language needs.	information at an appropriate level and in a way that is meaningful to them.			
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