



Fosse Way Academy

Accessibility Plan

Approved by:

SENDCO and Head
Teacher

Date:

**Last reviewed on: Summer
25**

**Next review due by:
Summer 28**

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1. Aims

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

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

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

Our school aims to promote respect for difference and diversity in accordance with our values.

Our Values - The Fosse Way

GROW LEARN BELIEVE SUCCEED

A Fosse Way child will learn to be:

Respectful Co-operative Friendly Tolerant Courageous Democratic

Independent Honest Trustworthy Appreciative Resilient Inquisitive

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

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

The school supports any available partnerships to develop and implement the plan, for example health professionals, architects and planning officers and SEND support services.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• 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 make sure it meets the needs of all pupils	1. Enhance staff confidence in differentiating lessons 2. Increase inclusive representation in learning resources 3. Use data to track and respond to needs of disabled pupils 4. Expand assistive technology provision	• Ensure all teaching staff receive regular training on differentiation strategies for pupils with disabilities. • Audit and update curriculum resources to reflect diverse abilities and disabilities. • Review pupil progress data termly to identify and address gaps for pupils with disabilities. • Expand the use of assistive technology and learning aids tailored to specific needs (e.g., text-to-speech software, communication boards). • Establish pupil voice forums to understand the experience of pupils with disabilities in the curriculum.	SENDCO SLT	Summer 26	• Staff report increased confidence • More inclusive materials in use • Data shows narrowing gaps in attainment • Assistive tools in active use by pupils

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Evacuation Plans for those people needing them ● Specialised evacuation equipment (stair chair) available for use	1. Conduct annual accessibility audit 2. Improve visibility, access and signage 3. Ensure inclusive emergency procedures 4. Upgrade physical features based on audit findings	● Conduct annual accessibility audits to identify physical barriers and update improvement plans accordingly. ● Increase signage visibility and readability for pupils with visual impairments. ● Ensure all emergency evacuation plans include provisions for pupils with physical or sensory disabilities. ● Prioritise budget allocation for upgrades to accessibility features if deemed necessary (e.g., automatic doors, tactile floor indicators, hearing loops/equipment). ● Review school event locations and layouts to ensure inclusivity and access for all attendees.	SLT Site Manager SENDCO September 25	Summer 26	● Audit completed annually ● Clear, readable signage throughout school ● All evacuation plans reviewed and tested ● Identified improvements implemented ● Support identified and implemented for the pupil with hearing difficulty.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			• Work with health professional/parents for new pupil with profound hearing difficulty.			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Hearing loop system • Pictorial or symbolic representations • iPads • Coloured overlays and backgrounds for screens	1. Standardise availability of alternative formats 2. Train staff in accessible communication 3. Increase use of digital accessibility tools (including iPad apps) 4. Collect feedback on communication effectiveness	• Develop and implement a protocol for producing accessible formats (large print, braille, audio) for all key communications should they be needed. • Train staff in using and producing accessible communication materials, including symbol-supported text. • Increase the use of inclusive digital tools (e.g., screen readers, captioned videos) in classroom delivery.	SLT SENDCO	Summer 26	• Protocol followed for all key communications • Staff report confidence in using alternative formats • Pupils access digital tools independently • Survey shows improvement in parent/pupil satisfaction

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			● Provide translation of key documents into pictorial or symbolic formats for pupils with cognitive disabilities. ● Gather feedback from pupils and families about the accessibility of school communications to inform improvements. ● Access to statutory test materials appropriate to need: large format/braille etc.			

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by SEND Governor, SENDCO and Headteacher.

It will be approved by SEND Governor, SENDCO and Headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy