



East Midlands Academy Trust

Accessibility Policy 2023/2026

'Every child deserves to be the best they can be'



Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V2.1	Filename: EMAT Accessibility Policy
Approval: March 2026 <i>September 2024 – approval of academy specific content by LAB</i> <i>March 2026 – minor amend approved by CEO.</i>	Next Review: September 2026 <i>This Policy will be reviewed every 3 years by the Trust Board (FEPC)</i>
Owner: East Midlands Academy Trust Board of Trustees	Union Status: Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy

Revision History

Revision Date	Revisor	Description of Revision
March 2026 v2.1	A Hewes	Minor rewording Physical Environment Accessibility Plan to responsibility for reflect reasonable adjustments.
September 2024	A Hewes	Further update to school specific accessibility plan
October 2023 – V2	R Ryan	Added reference to Equality Act 2010 and updated definitions of disability. Add reference to Head of School responsibilities.

EMAT Accessibility Policy

1. Introduction

Under the Equality Act 2010 all schools should have an Accessibility Plan. The purpose of this 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.

East Midlands Academy Trust believe in providing every opportunity to develop pupils, young people and adult's full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of academy life and the academy environment for pupils and prospective pupils, staff, parents and visitors with a disability.

We believe this policy should be a working document that is fit for purpose, represents the trust ethos, enables consistency and quality across the schools and is related to the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that we work hard to ensure that the culture and ethos of this trust are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. Each school provides pupils with the opportunity to experience, understand and value diversity.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.



2. Definitions of disability

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment that is:

- Substantial
- Long term
- Has an adverse effect on his or her ability to carry out normal everyday activities.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

In accordance with good practice guidelines, we strive to increase accessibility in three main areas:

The Physical Environment

We aim to improve and maintain access to the physical environment of each school in the trust, adding specialist facilities as necessary – this covers improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe.

Availability of information

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, newsletters, timetables, textbooks and information about the schools and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Curriculum

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality Policy
- Behaviour Policy
- Health & Safety Policy



3. Aims

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy

It is a requirement that each academy's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Each school in the Trust will draw up an Action Plan showing how the school will address priorities identified in the plan. This plan would incorporate the school's intention to increase access to education for disabled pupils.

The Head of each Academy is responsible for the management and implementation of their respective Accessibility Plan. They will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team at their Academy in order to co-ordinate resources.

4. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every three years by the Trust Board but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Headteacher / Headteacher / Head or School and the Local Advisory Board (LAB).

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Trust Board for further discussion and endorsement.

Commented [AR1]: I think despite not being able to arrange the ramp just yet, these remain our aims. In an ideal world we would still want to achieve this.

Prince William School Accessibility Plan - Improving Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: Be aware of the access needs of all pupils/children, staff, governors, and parents/carers.</p>	<p>Gather data around access needs at the point of transition process or, at the very least, when a child begins at the school.</p> <p>Data is gathered around the access needs of students at transition from primary school or as part of an in-year transfer process so that appropriate planning can be put in place prior to starting at PWS.</p> <p>Individual access plans are created as necessary prior to students starting at PWS to ensure that all reasonable access adjustments are made for all students.</p> <p>Annual reminder to parents/carers to let us know if they have problems with access to any areas of the school. Parents can also access pastoral and SEND departments via phone or email to inform the school of any emerging or sudden access need.</p>	<p>Annually and as required as new students join the school or new needs emerge</p>	<p>Headteacher</p> <p>SENDCo</p> <p>SENDCo</p> <p>Headteacher</p>	<p>Individual, relevant, and current information is gathered and shared as required so that all needs are met.</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff & governors and other volunteers / visitors to the school are aware of access issues.	Accessibility plan is shared with staff and governors annually. Visitors provided with information as appropriate to the purpose of their visit.		Headteacher	
Maintain safe access for all	The site staff maintain the school to a high standard to ensure that access needs are met, including frequent site checks or exterior lighting, door locks, door openings, obstructions, staircases and lifts. Site staff will also check the emergency evacuation hardware to check that it is in full working order.	Ongoing checks – 3 monthly	Headteacher School site manager	Everyone feels safe and can gain access safely into the school grounds.
Exits: Ensure all people can be safely evacuated.	All students with access needs have an emergency evacuation plan. This is reviewed and shared with staff annually. Evacuation chairs installed at the top of every staircase to enable safe evacuation of wheelchair users when lifts cannot be used.	As necessary and reviewed annually	SENDCo School site manager	All students and staff working with them are safe.
Ensure that the school passes Fire Safety Audit, including keeping training for staff	All staff at PWS know the fire drill and their roles and responsibilities in the case of a fire. Nominated	Ongoing	Headteacher	All personnel and students have safe exits from school.

Targets	Strategies	Timescale	Responsibility	Success Criteria
up to date, regular equipment checks, and replacing any defective equipment.	<p>staff trained as fire wardens. All students experience a fire drill in the first few days of the academic year and at appropriate intervals throughout the year.</p> <p>Ensure there are evacuation routes displayed in all rooms. Test the fire alarm bells and check extinguishers weekly.</p>	Ongoing, weekly	School site manager	
Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes.	<p>Include details on transition for students (regardless of entry point – Y7 on transition, in year transfers on a one to one basis</p> <p>Ensure PEEPs are in place for all disabled pupils. Ensure staff are aware of their responsibilities in evacuation through a whole school staff briefing</p>	Ongoing and July transition days	SENDCo	All disabled pupils and staff are aware of safe routes
Ensure that the building remains accessible and compliant in line with the Equality Act (2010)	Reasonable adjustments are made to ensure that any building or maintenance works comply with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As works are undertaken	Trust Board	That all reasonable adjustments are made to make the building accessible and easily travelled by all staff, students, parents /carers, and visitors. Where physical

Targets	Strategies	Timescale	Responsibility	Success Criteria
				adjustments are not feasible other adjustments are made to successfully include the individual affected.
Ensure that all the building works around the Sports Hall, the bin storage are kept fenced off to keep all members of the community safe, especially with live building works.	Routine walk rounds with site staff to maintain security of the barriers already in place	Ongoing	Site Staff	No students or staff are able to access unsafe areas of the site.

Prince William School Accessibility Plan - Improve access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken to ensure that it is compliant.	Annual check	Headteacher & Trust Head of Governance and Compliance	Compliant website
Improve awareness of alternative formats for sharing information	<p>The school uses a variety of communication, including email, "pupil-post", and social media.</p> <p>The pastoral team ensure parents/carers whose first language is not English or who have other needs know the school can provide communication in other languages, large text, or via telephone to meet needs.</p> <p>The Office manager checks that the vocabulary being used in correspondence sent home can be easily understood by all.</p>	Ongoing	<p>Headteacher</p> <p>Pastoral</p> <p>Office manager</p>	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEND Reviews is accessible, understandable and allows ease of use to all parties.	<p>PWS ensures that all parents/carers of students with EHCPs have their views heard and recorded at review meetings.</p> <p>'Pupil passports' of students with SEND (but not EHCPs) are</p>	Ongoing	SENDCo	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Targets	Strategies	Timescale	Responsibility	Success Criteria
	sent to parents/carers for feedback before they are finalised.			
Ensure attendance policy and guidance is accessible to all.	Carry out a review of attendance documentation and communication to ensure it has clarity and is accessible to all levels of readers Carry out CPD for SLT regarding accessible ways of communicating about attendance to all parents	Term 1 2024	Headteacher and DH Pastoral and Attendance	Policy is well communicated and parents understand the procedure regarding attendance
Families and students who may be considering alternative pathways have the information and guidance they need to make an informed decision with clearly defined home-school responsibilities.	Produce a clear guidance document regarding accessibility to alternative pathways for SEND students that we can offer and support	Term 1 2024	SENDCo	Documentation in place and supports communication with parents about their next steps and responsibilities
Students sitting external exams have access to the correct Access Arrangements	Liaise with Exam Boards to ensure provision of appropriately modified scripts in public exams.	Ongoing	Exams Officer and SENDCo	Students have accessible papers in their exams.

Prince William School Accessibility Plan - Improve access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	<p>All staff have access to the inclusion data of the students they teach through Arbor and Edukey.</p> <p>All staff use information in their 'pupil passports' to plan lessons that meet their students' needs, including consideration of position in classroom, scaffolded tasks, and providing adapted resources such as text with enlarged font, on a specific colour of paper, writing equipment, laptops, etc. Effective differentiation ensures all pupils can access the curriculum at an appropriate level.</p>	Ongoing in response to student need.	<p>SENDCo and Data manager</p> <p>All staff</p>	<p>All students access fully the curriculum provided through quality first teaching. Lesson drop-ins evidence that the needs identified in 'pupil passports' are being met.</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure environment and teaching and learning methods support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Speech and Language Therapist (SALT) testing and support implemented.	As required in response to student need	HLTA sensory and/or physical difficulties All Staff	Progress confirmed by observations (SALT and SENDCo)
Ensure environment and teaching and learning methods support children with hearing impairment	Student positioned in class facing the teacher (and their signer or TA, as available) Teachers all trained about how to support students with hearing impairments and enunciate clearly, but not in exaggerated manner, and wear radio microphones as available.	As required in response to student need	HLTA sensory and/or physical difficulties All Staff	Progress confirmed by observations (SENDCo and LA Hearing Impairment service)
Ensure environment and teaching and learning methods support children with visual impairment	Teachers consider position of student in the classroom, facing the board, and ensures glasses are worn. Resources modified as appropriate (font size, coloured paper, PowerPoints with coloured backgrounds, etc) Where possible, texts provided in advance of the lesson for student to pre-read.	As required in response to student need	HLTA sensory and/or physical difficulties All Staff	Progress confirmed by observations (SENDCo and external support professionals)

Targets	Strategies	Timescale	Responsibility	Success Criteria
	Large font texts available (for use in 'open book' exams). Exam papers copied in larger size or on coloured paper as necessary.			
Ensure environment and teaching and learning methods support children with impaired mobility including wheelchair users.	Classes for any wheelchair users are in rooms which are downstairs or have access via a lift (and Evacuchair). Support for PE curriculum as necessary. All doors are accessible, and where possible, ramps provide access to all areas of the school.	As required in response to student need	HLTA sensory and/or physical difficulties All Staff	Students can access all activities.
Ensure environment and teaching and learning methods support children with emotional and behavioural difficulties	Teachers consider the best layout of classroom, plan lessons with clear targets, and set clear behavioural expectations using well-established behaviour curriculum. Use of information on 'pupil passports' to support learning. Use of targeted intervention programmes and visual timetables as appropriate.	As required in response to student need	HLTA - social, emotional and mental health Student Mental Health Practitioner All staff	Progress confirmed by student progress data.
Ensure environment and teaching and learning	Teachers consider the best layout of classroom, plan	As required in response to student need	HLTA – communication and	Progress confirmed student progress data.

Targets	Strategies	Timescale	Responsibility	Success Criteria
methods, support children with ASD.	<p>lessons with clear targets, and set clear behavioural expectations using well-established behaviour curriculum. Use of information on 'pupil passports' to support learning. Using clear unambiguous language (e.g., avoid using sarcasm or idioms, and using clear, concise instructions.) Ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.),</p> <p>Staff receive training on how to support students with ASD and how to meet their curriculum needs</p>	Term 2	<p>interaction All Staff</p> <p>SENDCo/AH T&L</p>	Drop ins show that students with ASD are having their learning needs met.
Ensure environment and teaching and learning methods support students with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed. Medication kept in central location which is accessible to identified staff. Staff aware of all conditions so that they can take into consideration when planning (especially ADT, PE, & Science).	Ongoing	HLTA sensory and/or physical difficulties All Staff	All students able to access the activities.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Necessary provision is in place to allow all students to access extra-curricular opportunities and trips	Meetings with parents and carers to make all necessary additional arrangements. Risk assessments to be in place.	As required in response to student need	All Staff	All students able to access the enrichment curriculum provided
Students receive targeted and individualised support with the curriculum, based on their persona need and circumstances.	Referral/consult to specialist support teachers (STePs), Psychology Services, Health Team, SALT, Mosaic etc. for additional support and advice where needed. Ask for strategic leadership support from Trust SEND Consultant where needed	Ongoing based on student need	SENDCo	Students receive the individualized support needed to access the curriculum
SEND Student progress improves and the gap narrows between SEND and non-SEND in GCSE and A Level external exams	SSPS take place with a SEND / DA Focus to use data to identify where progress of SEND students is not meeting progress markers. Strategies discussed with student and SENDCO and then shared via T&L briefings/email comms	Ongoing – calendared	SENDCo/Headteacher/VP QoE	Students with SEND will achieve P8 measure in line with non-SEND students.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve oral, literacy and numeracy levels of students achieving below age expectations	Reading age testing annually to identify need and monitor progress. Provide appropriate interventions such as Reading Buddies, Numeracy Buddies, phonics, and close reading. Differentiated teaching.	Annual testing Ongoing	All Staff	Student progress demonstrates positive impact.
Ensure all pupils can access public examinations, statutory assessments and internal assessments.	Approved access arrangements in place for all students who require and are eligible for support, including, readers, scribes separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom in order to comply with regulations.	Ongoing	All Staff	All students that have approved access arrangements can fully access all exams and statutory assessments. Spot check from JCQ confirm all is correct.