



ACET Accessibility Plan

DATE: May 2026
POLICY LEAD: Executive Principal for SEND and Inclusion
APPROVED BY: Trustees

DOCUMENT CONTROL

Policy Level	Trust Template
Approved By	Trustees
Approval Date	18 th May 2026

This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice.

Policy Lead / Author	Executive Principal for SEND and Inclusion / K. Wright
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Version Number	Date Issued	Updated Information
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Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you

V1	May 26	Complete re-write

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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 disabled pupils/students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils/students.

Our academy's aims to treat all its pupils/students fairly and with respect. This involves providing access and opportunities for all pupils/students without discrimination of any kind.

The plan will be made available online on the academy 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 academy supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils/students, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and '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.

Schools are required to make 'reasonable adjustments' for pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils/students. 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. Monitoring arrangements

This document will be reviewed every 3 years, however, may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Board and Senior Leadership Team.

4. Links with other policies

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

- Trust Health and Safety Policy
- Trust Equality and Diversity Policy
- Academy Special educational needs (SEN) information report
- Trust Supporting Children with Medical Conditions Policy

5. Action plan

Aim	Current best practice (include established practice and practice under development)	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils/students with a disability	Aston Academy scaffolds learning activities, provides targeted SEND support, uses adaptive teaching strategies and works with external agencies where appropriate. Staff have access to pupil SEND information and access arrangements are reviewed regularly. Staff work collaboratively with students to create support plans where appropriate. Students who may require additional support are identified through a graduated approach drawing on a combination of teacher observations, assessment data, parent / carer input student voice, external professional advice and transition information.	Ensure all pupils with disabilities and SEND can fully access a broad and balanced curriculum and participate in enrichment activities. Allow fair access to exams, through the removal of barrier to assessment without compromising the integrity of the qualification.	<ul style="list-style-type: none"> • Provide ongoing CPDL for teachers and support staff on inclusive teaching and adaptive practice. • Review classroom resources to ensure accessibility for pupils with sensory, physical. SEMH and learning needs. • Continue use of assistive technology and examination access arrangements. • Monitor participation and progress of SEND pupils in curriculum areas, educational visits and extracurricular activities. 	SENDCo, Inclusion leads, Senior Vice Principal, Heads of Department	Reviewed annually – July 2027	SEND pupils make expected progress, attendance and participation improve, and curriculum / assessment access barriers are reduced.

<p>Improve and maintain access to the physical environment</p>	<p>The school site includes accessible entrances, disabled toilet facilities and evacuation procedures. Reasonable adjustments are made where required for individual pupils, staff and visitors. Student IHCPs consider adjustments to accessing the school site as required. Liaise with external agencies supporting</p>	<p>Maintain a safe and accessible environment for all members of the school community.</p>	<ul style="list-style-type: none"> • Conduct termly site accessibility reviews. • Ensure signage, lighting and access routes are appropriate and unobstructed. • Maintain accessibility equipment including ramps and handrails. • Update personal emergency evacuation plans (PEEPs) where required. • Consider accessibility requirements in all refurbishment and maintenance projects. 	<p>Principal, Site Manager, Trust Estates Team, SENDCo</p>	<p>Ongoing with annual review – July 2027</p>	<p>The school environment remains accessible and any identified issues are addressed promptly with no significant access barriers reported.</p>
<p>Improve the delivery of the information to pupils with a disability</p>	<p>Information is shared through multiple formats including email, printed documents, online systems and direct communication with families. Support is provided for pupils requiring adapted materials.</p>	<p>Ensure information is accessible to all pupils, parents/carers and visitors with disabilities.</p>	<ul style="list-style-type: none"> • Provide adapted resources such as enlarged print, coloured overlays and electronic formats where required. • Use clear fonts and accessible formatting in school communications. • Ensure the school website continues to meet accessibility expectations. 	<p>SENDCo, Administration, Inclusion leads, Team, IT Support, Senior Leadership Team</p>	<p>Ongoing with annual review – July 2027</p>	<p>School information is available in accessible formats on request and stakeholders report improved accessibility and communication.</p>

			<ul style="list-style-type: none"> • Seek translation or specialist support where necessary. • Promote communication between school, families and external professionals. 			
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6. Appendix 1: Accessibility audit

Feature	Description	Action To Be Taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Toilets				
Emergency Escape Routes				