

ACKLAM GRANGE SCHOOL



Accessibility Plan

Approved by:	Mr Whatmore	Date: June 2026
Last reviewed on:	June 2025	
Next review due by:	June 2027	

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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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including students through student voice, staff voice and governing body.

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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

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 students with a disability	Our school offers a differentiated curriculum for all students			DD (ARC Services, GW and site team	Sept 26	Needs arising have been met
	We use resources tailored to the needs of students who require support to access the curriculum.	Continue to review and react to the individual needs of students		ARC & Site Team	Aug 26	Classrooms will be suitable for students needing specialist equip.
	Curriculum progress is tracked for all students, including those with a disability.	Target setting takes into account needs but is not restrained by them		HOF, ARC Services lead.	Nov. 26	Students will make at least expected progress in subjects
	Targets are set effectively and are appropriate for students with additional needs.	Ensure that the curriculum is robust and allows entry for all		HOF, ARC Services lead.	Nov. '26	Students will make at least expected

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	The curriculum is reviewed to ensure it meets the needs of all students.			HOF, ARC Services lead.	Nov. '26	progress in subjects All students will access all access of curriculum and make expected progress despite differing needs
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure that the building continues to operate as a fully DDA compliant unit offering access to all. Make books more accessible	Full use of external services to monitor and maintain premises Reaction from school and site staff where appropriate Books brought forward on shelving	GW, Site Team GW	September '26 September 26	All aspects of school site will have been externally monitored if appropriate All areas which give us our DDA compliance will be maintained

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Improve the delivery of information	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Overlays • Pictorial or symbolic representations • Digital, audio or video formats • EAL students & parents – Position in school	To continue individual reviews of student's needs and react where appropriate To maintain our existing facilities demarcation of ceilings and walls for visually impaired , ramps to enter buildings and lift access to all floors.	Continue current maintenance plans, react to needs as appropriate Website to allow for additional languages	GW, site staff (ARC Services where appropriate) Marketing Team	October 26 August 26	Students will be settled into curriculum with needs identified and dealt with
Improve accessibility to Education Visits	Adaptations made to school visits. Visits to accessible places, previsit checks complete	To remove barriers from students taking part in Education Visits	Adapt activities for students i.e less challenging routes for DofE Expeds	GW	June 27	Completion of visits

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 Facilities Manager

It will be approved by The Head of School

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
- SEND policy
- Supporting pupils with medical conditions policy