




Accessibility Plan

September 2025

Signed (Chair of Trustees):	
Date:	September 2025
Date of Review:	September 2026

Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

Introduction

This Plan has been drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance from *"Accessible Schools: Planning to increase access to schools for disabled pupils"* (DfES 07/02) and *"Getting it right for future generations"* (Four S SCC 04/03).

Definition

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the Equality Act is consistent with the Trust's aims and Equality Policy and the operation of the Trust's SEND and Inclusion policies.

The Trust recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

The Trust will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum by:
 - Setting suitable learning challenges.
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Policy into Practice

A. Education and Related Activities

The Trust will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants and appropriate health professionals from the local NHS Trusts. *[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

B. Physical Environment

The Trust will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the sites and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. *[See checklist on page 30 of DfES Guidance as above].*

While the buildings have certain restrictions, we aim to make reasonable adjustments where appropriate to support pupils and visitors with physical difficulties and sensory impairments.

C. Provision of Information

The Trust will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

The trust will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. [Appendix 1]

Linked Policies

This Accessibility Plan will contribute to the review and revision of related Trust policies:

- School Improvement Plan (including premises)
- Staff Development Plan
- Safeguarding Policy
- SEND Policy
- Inclusion Policy
- Equality Act 2010
- Equal Opportunities Policy
- Curriculum Policy
- Teaching and Learning Policy

Staff Responsible	Mrs M Okoye - CEO/ Executive Headteacher Jason Cook – Executive Principal
Davies Lane Primary	Callum Bolt –SENCO
Selwyn Primary	Samina Ahmed - SENCO Zafreen Mahmud – Deputy Head/ Deputy SENCO
Woodford Green Primary	Melissa Logue – SENCO
Northwold Primary	Nicolette Lewis – Assistant Headteacher/ SENCO
School Governors Responsible	Ms N Weaver (Selwyn), Mr S Ragab (Davies Lane), Ms L Fox (Woodford Green), Mr R Wilson (Northwold)

Appendix 1

Trust Accessibility Plan

Timeframe	Target	Activity	How	Outcomes
Monitored and evaluated weekly, monthly and half termly	1. Increasing the extent to which pupils can participate in the schools' curriculum	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs • Ensure relevant pupils can access curriculum by employing and using trained staff • Effective use of equipment to promote learning where appropriate e.g. hearing enhancement • Curriculum planning makes provision for pupils • Lessons address a variety of learning styles and are differentiated appropriately • Monitoring of pupils to ensure significant progress is made • School visits are accessible to all pupils regardless of attainment 		
Autumn 2025 on going	2. Ensure continued compliance with Equality Act 2010	Staff and Local Governing Board review the requirements and obligations of Equality Act and of the Accessibility Plan	Staff meeting to share Accessibility Plan Local Governing Board meeting	Schools continue to comply with requirements of DDA and Code of Practice
Autumn 2025 on going	3. Ensure school visits are made accessible to all pupils	To refer to LA guidance on school visits EVC to be aware of LA lead officer	Staff meeting Visits file Liaison with parents to coordinate inclusion details	Staff aware of procedures and school policy implemented and monitored
Autumn 2025 on going	4. Working to improve the environment for children with ASD	Continued development of the sensory rooms. Visual timetables accessible Effective sign posts/labels in key areas	Visual timetables	Specialised ASD classroom, Sensory room further developed
On going	5. Improve access to all designated areas during refurbishment of schools	Ramped access to buildings as necessary	Planned use of devolved capital allocation as part of planned improvements and refurbishment	All teaching areas accessible by ramps of lifts.