



L.E.A.D. Academy Trust
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The Glapton Academy Accessibility Plan

Policy/Procedure management log

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

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

At The Glapton Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At The Glapton Academy, all members of staff are committed to ensuring every pupil experiences the highest quality provision throughout their educational journey with us. We are proud to be an inclusive school and we actively ensure all pupils feel welcomed, supported and challenged in order to thrive academically and grow as a person into a confident individual and positive member of society. We believe that our children are the key to creating a better future and we must provide them with the skills to do so. Here at The Glapton Academy one of our FAMILY values is inclusion and our inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception. We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils. The plan will be made available online on the academy website, and paper copies are available upon request. Our academy 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 academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility at The Glapton Academy, this procedure sets out the process for raising these concerns. This accessibility plan is structured to complement and support the academy's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the academy.

The school supports any available partnerships to develop and implement the plan.

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 and under t](#)he Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

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 <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
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Our school offers an adapted curriculum for pupils. Some of our students have individualised curriculums.	Short term To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct [YEAR]	Appropriate procedures/resources are in place
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and MLT - Teachers	Ongoing	Engagement and involvement

<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All classrooms have a visual timetable and some children have Now and Next boards.</p> <p>We provide additional classroom supports such as pencil grips, coloured overlays, tinted paper and SMART Notebooks using beige backgrounds.</p> <p>Specialist agencies visit regularly or are there to support staff and pupils. OTs, SALT, Ed Psysc, School Nurse, Art Therapist.</p>	<p>To ensure pupils are in receipt of a broad and balanced curriculum.</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, SLT and MLT</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers.</p>
	<p>Medium Term</p> <p>To review SEN provision and attainment of pupils</p>	<p>Analyse Data on termly basis. Attend Home school plan meetings.</p>	<p>SENCo</p>	<p>Termly</p>	<p>Termly report indicate progress</p>
	<p>To promote the involvement of disabled students in school life</p> <p>Long Term</p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Governing Body</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>

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
<p>Improve and maintain access to the physical environment</p>	<p>All walkways and corridors in academy are suitable for wheelchair access.</p> <p>Our academy has two disabled toilets with alarms.</p> <p>Our academy has a designated disabled parking bay.</p> <p>Resources are accessible at wheelchair height in classrooms and other areas.</p> <p>Our academy is developing a multiuse sensory area - Treetops</p>	<p><u>Short Term</u></p> <p>Monitoring classrooms, spaces and entrances for accessibility.</p> <p><u>Medium Term</u></p> <p>Monitoring and maintenance of toilets, toilet alarms, changing tables and any adapted furniture.</p> <p><u>Long Term</u></p> <p>Review all areas and report to the Headteacher who will edit the policy and inform governors.</p>	<p>Corridors and walk ways to be checked everyday and to be kept clear so they are accessible.</p> <p>All staff to be trained how to enter maintenance issues on Every (premises recording)</p> <p>Monitor using the health and safety or fire warden environment checks.</p>	<p>All Academy Staff</p> <p>Headteacher – Site Manager</p> <p>All other Academy Staff</p> <p>SENDCo</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>Entrances are available for the different levels of the school are checked and suitable.</p> <p>Furniture checked and adapted if required.</p> <p>Any issues are reported on Every and this is monitored by the site manager, Academy premises director and line manager for the site manager.</p> <p>All reviews will be added to the yearly or next yearly plan of maintenance.</p>

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
Improve the delivery of information to pupils with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage Large Print Resources Widgits Accessible Now and Next boards.</p>	<p><u>Short Term</u></p> <p>Ensure all classes are using adapted communication where needed.</p> <p><u>Medium Term</u></p> <p>Communication with external agencies regarding specialised equipment.</p> <p><u>Long Term</u></p> <p>Review of provision and deliver findings to Headteacher.</p>	<p>Class teachers to ensure text is enlarged where required.</p> <p>Widgits are adapted to large print when required.</p> <p>Adaptations should be on any SNSPs (Special Need Support Plans)</p> <p>SENCo to co-ordinate with external agencies to</p> <p>SENDCo to feedback to external agencies when required.</p> <p>Evaluate SNSPs or Accessibility plans. Modify or edit accordingly.</p>	<p>Class teachers</p> <p>Class teachers and SENCo</p> <p>SENDCo and Headteacher</p>	<p>Termly reviews – SNSPs and provision check for SEND Packs and SNSPs in classrooms.</p> <p>Termly reviews – EHCPs or SNSPs modified or evaluated through each term.</p> <p>Ongoing</p>	<p>Communication barriers to be removed.</p> <p>Assisted support for communication and mobility so all children can access our learning provision.</p> <p>All plans regularly reviewed and up to date. Any adaptations are reviewed and changes made.</p>

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
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study	<p><u>Short Term</u></p> <p>All relevant staff are to have an overview of EHCP recommendations. Creation of Special Need Support Plans (SNSPs)</p> <p><u>Medium Term</u></p> <p>Specialist advisors visit throughout the year to support the development of risk assessments and that we are being fully resourced for EHCPs</p> <p><u>Long Term</u></p> <p>Regular monitoring of EHCPs and SNSPs with specialist advise also logged against EHCP progress.</p>	<p>Termly updates to all SNSPs with strikethroughs to show when things have been removed or adapted.</p> <p>Termly updates</p> <p>Termly updates</p>	<p>SENDCo – timetabling and SNSP template Classroom Teachers – SNSPs</p> <p>SENCo or Class teacher</p> <p>SENCo or Class teacher</p> <p>Reviews sent to Head teacher.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>SNSPs showing regular updates and adaptations as progress is made.</p> <p>SNSPs and EHCPs to be monitored and assessed each term showing progress and adaptations when required.</p> <p>Review of the SEND provision and further adaptations sent to head teacher.</p>

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
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	Support for individuals and their personalised needs identified in teachers planning	<p><u>Short Term</u> SNSPs to be used by classroom teachers and support staff. To be guided by EHCPs where required.</p> <p><u>Medium Term</u> SENCO to monitor that all accessibility plans are being implemented in classrooms.</p> <p><u>Long Term</u> Review of all SNSPs successes and areas requiring support.</p>	<p>SNSPs created based on individuals needs.</p> <p>Termly observations or checks.</p> <p>Half Yearly Review</p>	<p>Classroom Teacher SENCo Template</p> <p>SENCO</p> <p>SENCO and Headteacher</p>	<p>Termly updates</p> <p>September then Termly</p> <p>Half Yearly</p>	<p>SNSPs being updated regularly through the year.</p> <p>Monitoring will show that class teachers are implementing what is set in the SNSPs</p> <p>Review will help develop school improvement areas, classroom support required and teachers or year groups requiring support.</p>

4. Monitoring arrangements

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

It will be approved by the governing body.

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 and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils 	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>