



Accessibility Plan Policy

Policy in effect from: September 2023
Review Date: September 2026



Statement of intent

This plan outlines how Mighty Oaks Academy Trust aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Head of School and other relevant members of staff.
- Local Academy Committee and Trust Board.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Local Academy Committee will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head of School will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of School and Local Academy Committee to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head of School in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Local Academy Committee will undertake an Accessibility Audit every two years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Academy Committee will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Local Academy Committee will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Academy Committee will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?		
If any changes outlined in the accessibility plan have been denied or rejected, why is this?		
How does the school keep to the recommended timeframes outlined in its accessibility plan?		
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?		

Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?		
How does the school ensure that all pupils have access to extracurricular activities?		
How does the school make sure all pupils with SEND are able to participate in school trips and activities?		
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?		
How does the school enable all pupils to have access to the full curriculum without hinderance?		
What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential?		
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?		
How does the school make use of its teaching assistants when supporting pupils with SEND?		

Question	Comments	Evidenced by
How does the school include all pupils in group work and class work?		
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?		
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?		
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?		
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?		
What learning resources does the school provide for pupils with sensory impairments?		
How does the school support pupils with disabilities that affect numeracy, literacy and speech?		
How are staff trained to meet the needs of all pupils?		

Question	Comments	Evidenced by
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?		
How does the school seek feedback about accessibility from pupils, parents and staff?		

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?		
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?		
How does the school make sure that pupils with hearing impairments are not put at disadvantage or risk, e.g. being notified when the school bell rings?		
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?		
How does the school make sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?		
What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises?		

Car park and school grounds

Question	Comments	Evidenced by
How does the school ensure car parks and access and egress routes are clearly identified?		
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?		
How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?		
How does the school keep access routes from being misused?		
How does the school make sure access routes are free from obstructions?		
How does the school make sure that access routes are adequately lit?		
How does the school keep access routes free from snow, fallen leaves and litter?		

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?		
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?		
Do the ramps have handrails on one side, both sides, or none?		
If the school does not have handrails on its ramps, why is this?		
How does the school keep the surfaces of its ramps slip-resistant?		
How does the school keep the ramps adequately lit?		
How does the school ensure the ramps are clearly identifiable?		
How does the school keep the ramps safe for use and in good working condition?		

Entrances

Question	Comments	Evidenced by
How does the school make building entrances clearly distinguishable from the façade?		
If any doors are made of glass, how does the school ensure they are clearly visible?		
How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?		
How does the school ensure that doors can be used at both seating and standing height?		
How does the school make sure that all door handles can be grasped and operated easily?		
How does the school make power-operated doors identifiable?		
How does the school make sure that entryway surfaces are slip-resistant, even when wet?		

Corridors and aisles

Question	Comments	Evidenced by
How does the school make sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?		
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?		
How does the school use its lighting to help those with visual impairments or visual sensitivities?		
How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways?		
How does the school use tactile signs and information to help those with visual impairments find their way?		
Does the school consider the travel distances of those with ambulatory disabilities?		
Does the school use induction loops and couplers in its corridors, assembly halls and telephones, if yes, how are these systems maintained?		

Reception

Question	Comments	Evidenced by
How does the school make sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?		
How does the school make sure its reception areas are adequately lit for those with visual impairments?		
How does the school keep its reception areas free from obstacles and hazards?		
How does the school ensure that reception fixtures can be used at both seating and standing height?		
Do all reception areas have an induction loop?		
If any of the school's reception areas are not fitted with an induction loop, why is this?		
How does the school ensure telephones and other fittings are suitable for all users?		
If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities?		

Doors

Question	Comments	Evidenced by
How does the school ensure its doors are clearly distinguishable?		
How does the school make sure that people at seated height can be seen through glass panes in doors?		
How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?		
Does the school have power assisted doors fitted?		
If the school does not have any power assisted doors, why is this?		
If the school has fitted power assisted doors, how are these maintained?		

Lavatories

Question	Comments	Evidenced by
How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities?		
How does the school make lavatory and disabled lavatory facilities clearly identifiable?		
How does the school make lavatory fittings and handrails distinguishable from their backgrounds?		
How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone?		
How does the school make sure lavatories and disabled lavatories are appropriately lit?		
Does the school make sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?		
How does the school maintain the emergency call system?		
If the school has not fitted an emergency call system, why is this?		

Question	Comments	Evidenced by
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?		
How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?		
How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?		
How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength?		
How does the school make sure lavatory signage is suitable for those with visual impairments?		
Has does the school ensure that disabled lavatories are not being misused?		
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?		

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?		
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible space for those with ambulatory disabilities and wheelchair users?		
How does the school make sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?		
How does the school ensure that fixtures are clearly distinguishable from their backgrounds?		
How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?		
How do staff ensure those with visual impairments have access to information on display boards?		
How does the school make sure bookshelves are accessible to everyone?		

Question	Comments	Evidenced by
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?		
How does the school ensure dining halls, food counters and kitchens are clearly identifiable?		
How does the school ensure classrooms are clearly identifiable?		
How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable?		
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?		

Means of escape

Question	Comments	Evidenced by
How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories?		
How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?		
What arrangements does the school make for those with disabilities when evacuating from upper floors?		
Does the school ensure emergency exit signs are suitable for everyone?		
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?		
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?		
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?		
What does the school have in place to check warning devices and detectors regularly?		

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are suitable for those who require hearing assistance?		
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?		
Has the school arranged for audio versions of information? If not, why is this?		
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?		
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?		
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?		
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?		