

STAGE / ED

Policy: Accessibility Plan

Date approved: February 2026

Approved by: The Principal

Date to be reviewed by: February 2029

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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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All students with a disability have access to the Stage Ed curriculum and can make progress in line with their peers Increase confidence of staff in adapting curriculum to meet the needs of students with a disability</p>	<p>Any additional needs are identified by the commissioning school and verified during initial induction Any additional resources purchased or lent by commissioning school. Any adaptations to teaching materials identified and all staff made aware Students baselined for reading during induction and intervention put in place, if required Training needs identified for specific students as part of induction. Training disseminated to staff</p>	<p>Principal Assistant</p>	<p>Ongoing Ongoing as required</p>	<p>Students with a disability make progress in line with their peers</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The school is aware of the access needs of disabled students and they have access to the appropriate learning environments and facilities	Any access needs of students identified during induction. Accessibility plan and risk assessment to be put on place if required.	Principal Assistant Principal/ Health and Safety All staff Principal	As required	All students with a disability have access to the school environment to ensure they can access the curriculum and learning All parents and students with disabilities can access in school events
	Layout of school to allow access for all pupils and parents to access events	All events to have capacity for ground floor only if required. I.e. staff move to the ground floor for parents evening		As Required	Disabled pupils have access to toilet and bathroom facilities
	Ensure that disabled pupils have access to appropriate toilet and bathroom facilities	Induction to include arrangements for use of disabled toilet facility		Ongoing	Disabled students and visitors have access to the building
	Disabled access to the building for students and visitors is maintained and sign posted	Access signage checked Access ramp checked for debris and vegetation		On Going	

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 the Principal.