

# Accessibility Plan

TEAM Education Trust



Revised Policy  
approved by:

Trust Board

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31 Aug 2026

**List of Associated  
Policies:**

TEAM Admissions Policy  
TEAM Anti-Bullying Policy  
TEAM Behaviour Policy  
TEAM Careers Guidance Policy  
TEAM Child Protection Policy  
TEAM Exam Contingency Plan  
TEAM Exclusions Policy  
TEAM Equal Opportunities & Diversity Policy  
TEAM EYFS Policy  
TEAM Health & Safety Policy  
TEAM LAC Policy  
TEAM Late Collection of Students Policy  
TEAM Pupil Attendance Policy  
TEAM SRE Policy  
TEAM SEND Policy  
TEAM Supporting Students with medical conditions Policy  
TEAM Trips & Visits Policy  
School's individual accessibility plans

## Version History

| Version | Date      | Detail  | Author |
|---------|-----------|---|--------|
| 1       | 29.5.20   | Original document   |        |
| 2       | 12.05.21  | Checked by Early Help Manager, no changes required  | AFU    |
| 3       | 14.5.21   | Checked by Director of Education & Achievement, amendments to document flow to provide clarity. | RWA    |
| 4       | 1.5.22    | Reviewed by Trust SENDCo – Item 3, reference to Green Paper (no other changes)                  | LBR    |
| 5       | May 2023  | Sentence added to Vision Section 3 to reflect SEND green paper                                  | LBR    |
| 6       | Feb 2024  | Changes made to reflect accessibility of trips and visits, heading change                       | LBR    |
| 7       | June 2025 | No amendments   | SBA    |

## Contents

|                                    |   |
|------------------------------------|---|
| 1. Definition .....                | 4 |
| 2. Aims .....                      | 4 |
| 3. Vision .....                    | 4 |
| 4. Legislation and guidance .....  | 5 |
| 5. Action Plan Guidance .....      | 5 |
| 5.1 The Physical Environment ..... | 6 |
| 5.2 The Curriculum .....           | 6 |
| 6. Delivery of information .....   | 6 |
| 7. Monitoring arrangements .....   | 7 |

This policy sets out our approach to accessibility for TEAM Education Trust and is drawn up in compliance with current legislation.

Each school within TEAM Education Trust will have its own action plan.

Appendix 1 sets out the accessibility action plan for each individual school.

## 1. Definition

Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## 2. Aims

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

T.E.A.M. Education Trust is committed to providing an environment and communication strategy that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in relation to the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## 3. Vision

Our vision is for all T.E.A.M. Education Trust schools to offer nurturing, inclusive learning environments led by teachers who collaborate as a TEAMtogether to meet the needs of each and every student. We are committed to ensuring, as stated by The SEND and AP Green Paper (2022), that our young people receive 'the right support, at the right place, at the right time'. Through our high quality curriculum offer and embracing the latest technology, our children and young people will have the best possible foundation to be successful in their future lives, jobs and relationships. Our vision will ensure a key focus on educational excellence, using individual learning pathways to give our children and young people the best possible foundation to be successful in their future lives, jobs and relationships. We will strive every day to ensure the children in our care know they are valued, loved and understood; nurtured in order to thrive and grow as caring and tolerant members of an increasingly rich and diverse society.

Our trust is also committed to ensuring staff are trained and understand equality and disability issues with reference to the Equality Act 2010.

We expect schools to include a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and local governors. We will also consult with outside agencies and specialists as appropriate with the formulation of this plan.

The trust will support any available partnerships who can help develop and implement the plan e.g. working with external professionals and multi-agency teams.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this procedure sets out the process for raising these

concerns.

## 4. 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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability. 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.

## 5. Action Plan Guidance

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 and trips and visits.
- 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

Each school within T.E.A.M. Education Trust will have its own action plan (appendix 1), however as a Trust we recognise our overarching responsibility for compliancy with the Equality Act.

Actions plans will set out the aims of each school's accessibility plan in accordance with the Equality Act 2010. Each school and T.E.A.M Education Trust as a whole aim to deliver current good practice, with any further actions being taken in a reasonable time frame, and in ways determined to be most appropriate when taking account of pupils' specific disabilities and any preferences expressed by them and/or their parents.

The school's Accessibility Plan will also link into the individuals Schools Development Plan and will be monitored by the Principal and evaluated by the relevant LGB (Local Governing Body) committee and overall MAT (Multi academy Trust) Board of Trustees as required.

The accessibility plan will be reviewed every 3 years in line with statutory requirements and approved by the LGB and Chief Executive Officer (CEO). The accessibility plan will be published on the school website for each school and a paper copy will be available on request.

In accordance with good practice guidelines, we strive to increase accessibility in the three main areas identified in the bullet points above.

## 5.1 The Physical Environment

We aim to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and physical aids;

The accessibility plan for physical accessibility covers areas such as;

- Practicality and ease of movement around the buildings- entrances, corridors, stairs, furniture and equipment in classrooms
- Transport/ car parking/ trips and visits
- Toilets/ changing facilities
- Access to specialist equipment and furniture
- Signage around the school

## 5.2 The Curriculum

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are their able-bodied peers; this covers teaching and learning and the wider curriculum of the school such as participation in clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum and wider trips and visits;

Across all TEAM Education Trust schools, we endeavour to serve the local and wider community by offering a fully inclusive learning environment and curriculum that is personalised as appropriate to meet individual needs. All staff are considered responsible for meeting the needs of individual students within their class (as is required in the SEND Code of Practice).

Decisions are taken on an individual basis as to how we can best support student's ability to access the curriculum following an assessment of need. Support may be provided in a variety of formats including:

- Individual support plans
- Input from external specialists
- Provision of suitable technology- i.e. ICT devices, induction loops
- Adaption of teaching materials, resources, strategies and delivery of learning methods
- Consideration of special exam access arrangements if appropriate, and in line with statutory guidance linked to access arrangements from JCQ, the DfE and individual exam boards.

Arrangements will be made as necessary to support individual students to access activities outside of lessons such as extra-curricular clubs or trips.

Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care. These issues will be considered as necessary based on individual needs.

As a Trust we will ensure that staff training and CPLD (Continuing Professional Learning Development) to support understanding of how to meet individual student needs is provided as required.

## 6. Delivery of information

We aim to ask about any disability or health condition in early communications with new parents and carers. This is part of our Admissions Procedures and ensures we can put systems in place quickly to support this. We will consult as necessary with experts when new situations regarding pupils with disabilities are experienced.

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; with information being made available in various formats to support accessibility

Different forms of communication are made available to enable all students, parents, visitors and staff to express their views and to hear the views of others. Furthermore, we will seek to regularly collect information and views from all stakeholders to ensure the school remains as accessible as possible.

## **7. Monitoring arrangements**

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Board of Trustees.



# Appendix 1 – Template for Accessibility

Below is the format of the action plan to be adopted across all Trust schools when creating their individual accessibility plans.

| AIM | CURRENT GOOD PRACTICE (Include established practice and practice under development) | OBJECTIVES<br><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 pupils with a disability | Provision maps/learning plans are maintained and progress tracked                              | Allocate room for sensory provision and timetable provision for individuals.  | Part funded by Trust. Relocation of SEND office.  | JRE     | Spring term | SEND students have access to a fully planned sensory curriculum.  |
|  | Maintain IQM centre of Excellence status award underway.                                       | Develop resources so that all children can access provision through adaptive teaching.                                  | Develop the outdoor resources so that they are accessible to wheelchair users e.g. potting station and low standing tables that the chair can fit under | JRE     | Ongoing     | All students with additional needs and physical disabilities have access to learning utilizing adaptive teaching. |
|  | Interventions well established.  | Develop and embed SEND in subject document.   | Embed tool boxes to support adaptive teaching. Embed SEND in subject documents to support subject leaders.  | SLT     | Spring term |   |
|  | Nurture provision well established and positive play starting to show good impact              | Ensure that students have the correct equipment in school to allow them to access learning in and out of the classroom. | Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils             | JRE/JHO | Ongoing     | All staff able to work with increased knowledge and provide appropriate resources for pupils                      |
|  | Cross school partnership working established and specialist provision utilised where possible. | Intervention training for support staff – identified need   | Teaching staff are fully informed of pupils needs – termly meetings.. Training provided to support intervention plans agreed with SENDCo.               | JRE.JHO | Ongoing     |   |
|  | Good professional relationships with external agencies   | Maintain IQM centre of excellence award   | Complete IQM folder and submit.   | JRE     | Annually    | IQM award maintained  |
| Improve and  | All doorways and paths to be accessible  | Improve the space in the disabled toilet so it  | Remove stored resources.  | JRE/CED | Sept        | Disabled toilet has adequate  |

| AIM   | CURRENT GOOD PRACTICE (Include established practice and practice under development)   | OBJECTIVES<br><i>State short, medium and long term objectives</i>   | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY       | SUCCESS CRITERIA   |
|---|---|---|--|--------------------|-----------------------------------|--|
| maintain access to the physical environment | <p>Outdoor learning spaces and areas are wheelchair accessible</p> <p>Private space for changing allocated</p> <p>Quiet area demarcated and set up for 1:1 work</p> <p>Main offices on the ground floor are accessible.</p> | <p>is more accessible</p> <p>Ensure each area of the school has wheelchair access and egress.</p> <p>Emergency systems have visual alarm.</p> | <p>All ground floor level doorways are clear, mats and small steps are kept in good condition and monitored.</p> <p>Toilet alarms are fitted with audio visual alarms.</p> |                    | <p>July 2024</p> <p>July 2024</p> | <p>access for wheelchair. A disabled access toilet available in each key stage with changing facilities.</p> <p>The environment is adapted to the needs of pupils.</p> <p>Visual and auditory alarms are fitted.</p> |

| AIM   | CURRENT GOOD PRACTICE (Include established practice and practice under development)   | OBJECTIVES<br><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>Use of visual aids well embedded.</p> <p>Excellent communication with parents and carers maintained.</p> <p>Makaton/BSL signs beginning to be used in EYFS to support pupils.</p> <p>Good systems for remote teaching in place when pupils cannot access school.</p> | <p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Ensure signage is suitable for non-readers, is clear and well situated.</p> <p>Develop resources so that all children can access provision through adaptive teaching.</p> <p>Develop and embed SEND in subject document</p> | <p>Termly review meetings for learning plans and timely reviews and evaluations for interventions. Training for all classroom staff on use of widget. Widget accounts are created. Embed the use of Widget. Adaptive teaching CPLD for teachers.</p> <p>Review and renew signage around school.</p> <p>Collect pupil voice about ease of understanding of signage.</p> <p>Embed tool boxes to support adaptive teaching. Embed SEND in subject doc to support subject leaders</p> | JRE/JHO            | <p>January</p> <p>January</p> <p>January</p> <p>Spring 26</p> | <p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p> <p>Pupils are able to navigate the school regardless of any disability.</p> |