



This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

ACCESSIBILITY PLAN

Policy Number	001	Policy Author	G Smith
Date of Last Review	Oct 2025	Policy Ownership	Finance & Operations
Agreed by Governors	July 2017	Policy Updated by	G Smith
Reviewed by Trust Board	Sept 2025	Date of Next Review	Oct 2026

Background

The Basildon Academies are committed to working together to provide an inspirational and exciting learning environment for our students and we endeavour to provide members of the Academy's community with a wide range of learning opportunities, whatever their ability or need.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Trust Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

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

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

This Accessibility Plan has been prepared in accordance with:

- Equality Act 2010 (including Schedule 10)
- Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Special Educational Needs and Disabilities: Guidance for School Governing Boards (DfE)
- Equality and Human Rights Commission Technical Guidance for Schools in England

The Trust will have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a protected characteristic and those who do not."

Objectives

The Accessibility Plan objectives are to ensure that:

- the Academy increases the extent to which students with disabilities can participate in the curriculum

- the Academy is committed to continuous development to maintain inclusive practice;
- the Academy will identify and overcome barriers to the inclusion of people with disabilities in all aspects of Academy life;
- the Academy will ensure all staff receive adequate training to enable the effective education of students with disabilities;
- the Academy will prioritise sufficient resources to support the actions identified in this plan.
- Improve the availability of accessible information to students with disabilities

The Academy will continue to monitor and review its education and other services to ensure these are accessible and effective.

Access to the curriculum

Aims:

- Ensure all staff understand their responsibilities under the Equality Act 2010, Public Sector Equality Duty (PSED) and Reasonable Adjustments Duty.
- Develop staff skills in delivering the curriculum to students with disabilities;
- Improve access and participation in the wider curriculum for students with disabilities;
- Monitor the progress of students with disabilities.

Strategy and Implementation:

- Staff training to be on-going, ensuring new staff and trainee teachers are trained and existing staff have regular updates and reminders. Training to be delivered as part of Safeguarding Training.
- Teaching and learning strategies will include adjustments for students with disabilities where needed;
- Differentiated curriculum
- Regular curriculum reviews
- The Academy will use the data from the disability profile to inform planning for teaching and learning;
- The Academy will promote positive images of disability through all aspects of the curriculum;
- Consultation with students and others with disabilities to be on-going and feed into new strategies.

Resources

- Time for release of staff and students involved in training and consultation;
- Time at INSET/twilights for staff updates;
- Payment for third party trainers where necessary.
- Adapted communication
- Signage
- Symbols
- Evaluations

Monitoring and Evaluation

Progress towards meeting the goals and targets will be monitored by:

- Academy self-evaluation process;
- Learning observations;
- SEND monitoring process;
- Trust Board and SEND Governor;
- Staff meeting notes and reporting.

Accessibility of information

Aims

- Develop alternative ways of recording and presenting information for people with disabilities;
- Develop staff skills in delivering information to people with disabilities.

Strategy and Implementation

- Develop resources in other formats e.g. large print, audio discs;
- Identify preferred method of communication of all people with disabilities in regular contact with the Academy;
- Raise awareness about multi-sensory support in the classroom e.g. photographs, hearing impaired symbols;
- Use skills in staff team;
- accessible PDFs
- screen-reader compatible documents
- website accessibility
- digital communications
- alternative formats on request

Monitoring and Evaluation:

- Academy self-evaluation process.
- Trust Board and SEND Governor.
- Inclusion strategies.

Resources:

- Administrator time.
- Appropriate CPD.
- Staff meeting notes and reporting.

Physical Accessibility

Care has been taken to ensure that The Academy is fully accessible to disabled people.

Aims:

- Reduce physical barriers to inclusion.
- Improve access to physical aides.

- Create an environment that welcomes diversity and difference.

Strategy and Implementation:

- Specialist equipment will be made available through the SEND framework.
- The identification of barriers in the physical environment will take into consideration students who may want to come to the Academy in the future as well as students currently in the Academy.
- Any general building development work, refurbishment or redecoration will consider accessibility issues as a matter of course.
- Adapted environment including ramps, elevators, corridor width, parking access, toilets & changing facilities.

Resources:

- Access to specialist advice about building for disabled access.
- Inclusion Strategies.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored by:

- Academy self-evaluation process.
- SEND monitoring processes.
- Trust Board and SEND governor.
- Inclusion Staff meeting notes and reporting.

The Academy will make reasonable adjustments, including the provision of auxiliary aids and services, to avoid disabled pupils being placed at a substantial disadvantage.

This should cover:

- curriculum access
- educational visits
- assessments and examinations
- extracurricular activities
- communication methods

Evaluating Access Arrangements

- A progress report is made to the Trust Board each year, who in turn report to parents/carers through the Annual Report.
- The SENCO meets annually with the SEND Governor to discuss Inclusion and SEND.
- The Access policy is reviewed annually by the Academy.

Links with other policies

This policy should be reviewed alongside the following policies

- Risk Assessment
- Health & Safety
- SEN information report
- SEND
- Supporting Student with medical conditions
- Equal opportunities

This policy will be reviewed annually by the Trust Board.

This plan should be read alongside the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years