

## Accessibility Plan

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

<b>Version:</b>	3.0
<b>Ratified by:</b>	Board of Trustees
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<b>Review date:</b>	March 2029 (every 4 years)

### Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.
3.0	27/02/2026	MO	<ul style="list-style-type: none"> <li>Section 1 - Updated to explicitly include: Designated Specialist Provisions (DSPs), special schools and internal alternative provision.</li> <li>Section 2: Added 2.2 to strengthen of Equality Act (2010) reasonable adjustments.</li> <li>Section 3: Expanded Action Plan examples to include mobility, surface transitions and specialist vocational environments.</li> <li>Appendix 2 Fully revised to reflect specialist accessibility and environmental standards, and to apply consistent assurance expectations across DSPs, special schools and internal alternative provision.</li> </ul>

# Accessibility Plan

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## 1. Aims

- 1.1. This Accessibility Plan applies to all schools and provisions within The Mead Educational Trust, including mainstream schools, Designated Specialist Provisions (DSPs), special schools, and any internal alternative provision operated by the Trust.
- 1.2. 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
  - The Trust recognises that pupils educated within DSPs, special schools and internal alternative provision often present with comparable levels of complexity, risk and need. As such, the Trust is committed to applying consistent expectations, standards and assurance arrangements across all such provisions.
- 1.3. 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.
- 1.4. At Knighton Mead, Our Accessibility Plan is guided by our Principles of *Be Kind. Work Hard. Strive for Excellence* and our programme *Everyone's Welcome*. In line with the Equality Act 2010, we ensure that all members of our school community feel valued, respected and fully included.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 1.8. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Academy Councillors of the school.

1.9. The plan will be made available online on the school website, and paper copies are available upon request.

## **2. Legislation and guidance**

- 2.1. 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](#).
- 2.2. In accordance with the Equality Act 2010, the Trust will make reasonable adjustments to remove or reduce any substantial disadvantage experienced by disabled pupils. This duty applies equally across all Trust provisions, including internal alternative provision.
- 2.3. 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.
- 2.4. 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.
- 2.5. 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, the provision of an auxiliary aid or adjustments to premises.
- 2.6. This policy complies with our Funding Agreement and Articles of Association.



	<p>Our classrooms are optimally organised for disabled pupils.</p> <p>Ashfield Academy carried out a survey in April 2014 to confirm this and termly health and safety walks identify any concerns .</p> <p>Lessons provide opportunities for all pupils to achieve this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks</p> <p>Lessons are responsive to pupil diversity our curriculum policy demonstrates this Lessons involve work to be done by individuals, pairs, groups and the whole class this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks</p> <p>All pupils are encouraged to take part in music, drama and physical activities . These activities are built into the curriculum, specialised teachers are brought in for music and PE. Designated space created for drama and music.</p>				<p>Pupils have the opportunity to access all areas of the curriculum</p> <p>All pupils access all aspect of the curriculum and examinations</p> <p>All pupils access, experience and develop an understanding of physical education and exercise</p> <p>All pupils are able to access school visits and experiences All pupils achieve to their full potential and have access to the full curriculum</p>
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	<p>All staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading. Teachers have attended HI training and have access to IT equipment to support, i.e. iPads. Extra time and the use of scribes are requested during exams</p> <p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. Teachers meet with the SENCO to discuss individual pupil needs regularly and are trained on techniques to support pupils and in particular how IT can support</p> <p>Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example our sports coach adapts PE accordingly and teachers adapt daily boost</p> <p>Provision is provided for pupils to access computer technology and individual IT equipment is provided for those pupils that require it. In class staff use laptops, iPads and visualisers</p>					
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	<p>School visits are made accessible to all pupils irrespective of attainment or impairment with individual risk assessments completed where necessary and additional staff provided</p> <p>High expectations are expected of all pupils this is evidenced through pupil progress notes and our behaviour policy</p> <p>Staff seek to remove all barriers to learning and participation, planning and assessment moderations, learning walks, PM observations and work/book looks demonstrated this.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p>	<p>To identify areas which pose greater risk of incident to our VI pupils</p>	<p>Ensure disabled parking bay is kept free for blue badge holders only.</p>	<p>Office staff</p>	<p>Ongoing</p>	<p>All pupils able to access all areas of the academy</p>

	<ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair accessible height</i></li> </ul> <p>The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allows access for all pupils. These areas were checked for accessibility to all pupils as per the Ashfield Academy survey April 2014 and termly health and safety walks.</p> <p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers evidenced in the Ashfield Academy survey April 2014 and checked termly during the health and safety walk.</p> <p>Pathways of travel around the school site and parking arrangements are safe, routes are</p>	<p>or those with physical difficulties.</p>	<p>Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they are not a blue badge holder</p> <p>Continue weekly fire call point checks and termly fire drills</p> <p>Specialist items are to be purchased when required</p>	<p>Primary Site Manager</p> <p>BOM and SENCO</p>	<p>Ongoing</p> <p>As required</p>	<p>All pupils are safe when traveling around the school site</p> <p>All pupils are safe and are aware of emergency and evacuation systems</p> <p>All pupils are safe and are in the most productive environment for learning</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul> <p><i>We provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information . We work closely with the Vision support team for large print books and learning materials which includes teaching Braille to identified individuals</i></p> <p><i>We ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams . Teachers meet with the SENCO to discuss</i></p>	<p>Identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Provision map written indicating a) Formats which need changing. b) Strategies needed to do this. Support Services consulted for advice. Students opinions are taken into account.</p>	<p>All staff SENDCo</p>	<p>Ongoing</p>	<p>Pupils and families who have difficulty with standard forms of printed information being able to access the information they require in a suitable format.</p> <p>All pupils access all aspect of the curriculum</p> <p>All employees are able to assist pupils with disabilities using the appropriate technology and practices</p>
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	<p><i>individual pupil needs and how best to meet them.</i></p> <p>We have the facilities such as ICT to produce written information in different formats and ICT is used daily to support all pupils needs</p> <p>We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities. Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. Training is provided where appropriate .</p>					
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#### **4. Monitoring arrangements**

- 4.1. This document will be reviewed every three years, or sooner where changes in provision, pupil need or risk profile require.
- 4.2. It will be approved by the TMET Board of Trustees, and the Principal on behalf of the school
- 4.3. Specialist accessibility requirements for DSPs, special schools and internal alternative provision are set out in Appendix 2. Compliance with these standards, including completion of the specialist accessibility and environment checks, will be reviewed as part of Trust-wide quality assurance processes. Findings will be reported through governance, safeguarding and health and safety routes and will inform prioritisation of remedial action.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Risk Assessment Policy
- SEND Information Report
- TMET Supporting Pupils with Medical Conditions and Administration of Medicine Policy
- Trust Quality Assurance Framework for DSPs and Specialist Provision.

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 (accessible to pupils) 2 (accessible to staff)	General maintenance- daily basis	Site Manager	Daily
Corridor access	4	Keeping corridors clear so that all children of all needs can access the building	Site Manager	Daily
Lifts	0			
Parking bays	1 disabled	Ensure people are parked in correct bays	Site Manager	Daily
Entrances	6 for the school building and an additional 5 in classrooms	Ensure they are accessible to all	Site Manager	Daily
Ramps	2	Ensure the ramps are fit for purpose with no obstructions on	Site Manager	Daily
Toilets	1 disabled 7 in total	General maintenance- daily basis	Site Manager	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis	Site Manager	Daily

Internal signage	Clear signs	Ensure the signs are clear	Site Manager	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Site Manager	Daily for escape routes, weekly for fire alarm

## **Appendix 2: Accessibility and Environmental Standards for Specialist Provisions**

This appendix sets out the accessibility and environmental standards required for all Designated Specialist Provisions (DSPs), special schools within The Mead Educational Trust (including Netherhall Special School), and any internal alternative provision operated by Trust schools. These provisions support pupils with significant and complex needs and therefore require enhanced expectations relating to safety, accessibility, environment, equipment and Equality Act compliance.

Compliance with these standards forms part of Trust-wide quality assurance arrangements and will inform the prioritisation of any remedial actions identified.

### **1. General Internal and External Environment Checks**

1.1 Specialist settings must maintain an internal and external environment that is safe, developmentally appropriate, and aligned to the needs of their pupils. Environmental assurance should consider:

- Finger guards in place where required.
- Access control systems operational and appropriate to pupil need.
- Any CCTV systems are fully operational and clearly signposted.
- Radiators and hot pipes are protected and do not present a burn risk.
- Fixture, fittings & equipment are in a safe, secure and appropriate for the age, size and needs of user.
- Windows fitted with suitable opening restrictors.
- Play and outdoor equipment suitable for the development stage and physical needs of current users.

### **2. Mobility, Surface and Transition Safety**

2.1 Specialist settings often support pupils who use mobility aids, including wheelchairs, walkers and gait trainers. In line with Equality Act requirements, reasonable adjustments must ensure safe navigation of all areas. Consideration should be given to:

- Pathways, thresholds and surface transitions (including grass-to-path interfaces)
- Gradient, edging, tactile or visual markings and route contrast.
- Frequency of inspection and prompt remediation of uneven, degraded or temporary surfaces.

2.2 This is of particular importance within special school environments, where pupils may require close supervision and specialist equipment to move safely.

### **3. Specialist Curriculum and Vocational Areas**

3.1 Where specialist or vocational curriculum areas are delivered (e.g. hairdressing, construction and other practical or trade-based learning), settings must ensure that:

- Height-adjustable or adapted workstations, seating and access points where required.
- Accessible and adapted tools appropriate to pupils with physical, sensory or cognitive needs.

- Activity-specific risk assessments covering equipment, environment and supervision levels.
- Staff training to ensure industry-standard equipment is safely adapted and supervised for SEND learners.

#### **4. Risk Assessment Requirements**

4.1 Specialist settings must ensure that risk assessments are comprehensive, reflective of pupil need and reviewed at appropriate intervals. As a minimum, these must include:

- Classroom risk assessment
- Open / play area risk assessment
- Individual pupil risk assessment reflecting specific needs and reasonable adjustments
- Activity-specific risk assessments (e.g. cooking, construction, hairdressing, off-site learning)

#### **5. Perimeter, Security and Emergency Procedures**

5.1 Specialist environments must ensure that:

- Perimeter boundaries to play areas and buildings are secure and appropriate to the needs of current users.
- Evacuation and, where appropriate, invacuation procedures are in place, accessible, and practiced regularly.
- Emergency arrangements reflect the physical, sensory and medical needs of pupils accessing the provision.

#### **6. Internal Alternative Provision – Assurance Parity**

6.1 Internal alternative provision operated by Trust schools must meet the same standards of accessibility, safety and reasonable adjustment as DSPs and special schools. These settings will be incorporated into Trust-wide quality assurance cycles, ensuring consistent oversight of environment, equipment and risk across all specialist contexts.

#### **7. Quality Assurance and Review**

7.1 Compliance with the standards set out in this appendix will form part of Trust-wide specialist provision reviews. Findings will be reported through established governance, safeguarding and health and safety routes and will inform the prioritisation of any required remedial actions.