

We are an [ambitious](#) and [inclusive](#) Trust of schools  
[strengthening communities](#) through [excellent education](#).

# Accessibility Policy and Action Plan

Responsibility for approval: TWT Senior Executive  
Date of approval: July 2025

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## 1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools.

## 2.0 Scope and purpose

- 2.1 This policy applies to all school leaders, staff, parents and pupils. 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.

## 3.0 Definition

- 3.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:
- the Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**,
  - references to ‘teachers’ include all paid staff responsible for the supervision of pupils,
  - references to ‘pupils’ include all learners in our school,
  - references to ‘school’ refers to all education settings, regardless of type and
  - we refer to Section 576 of the Education Act which defines the ‘parent’ of a pupil or young person as:
    - both of their natural parents, whether they are married or not.
    - any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
    - any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.
- 3.2 Disability is defined by The Equality Act 2010 as:

*“A person has a disability 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 carry out normal day to day activities”.*

- 3.3 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.

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## 4.0 Legal framework

- 4.1 This Policy will be published on the Trust’s website and as a statutory policy will be included in the Trust’s Policy Monitoring Schedule.
- 4.2 This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in ‘The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities’, issued by the DfE in May 2014. The Trust recognises its duty under The Equality Act 2010:

- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities

4.3 The admissions policies are consistent with compliance with The Equality Act 2010.

4.4 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.

## 5.0 Introduction

5.1 All Saints Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

5.2 At All Saints Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 6.0 Aims

6.1 The Trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. All Saints Academy is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.

6.2 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

6.3 The Trust aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school for students, and prospective students, with a disability.

6.2 The Trust aims to reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.

6.3 To support the mission, vision and values of the Trust and its schools.

6.4 To recognise and value parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respect the parents' and the child's right to confidentiality.

6.5 The school ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

- intelligent sequencing
- adaptive teaching
- effective formative assessment

- 6.6 The Trust is committed to ensuring that adequate resources will be allocated to the implementation of the plan.
- 6.7 This plan should be read in conjunction with the SEND Policy and the SEND Information Report.
- 6.8 This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

## **7.0 Who is responsible for this policy?**

- 7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.
- 7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

## **8.0 Action Plan**

- 8.1 The Action Plan (See appendix 1) sets out what we believe is current good practice and what the aims of our Accessibility Plan are in accordance with the Equality Act 2010.
- 8.2 All Saints Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:
- admissions
  - attainment
  - attendance
  - rewards
  - sanctions
  - exclusions and seclusion
  - selection and recruitment of staff

## **9.0 Reviewing this Policy**

- 9.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:
- Changes in legislation and/or government guidance
  - As a result of any other significant change or event
  - If the policy is determined not to be effective

## 10.0 All Saints Academy Action Plan

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

Access to Physical Environment					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
Safe and accessible environment	Regular maintenance programme is carried out and identify any risks.	Site Staff	Short	Daily	Ensure any actions are reported to Business and Operations Manager
All students access the entire site	SENDCo to liaise with Finance and Business and Operations Manager with any specific requirements for students.	SENDCo	Short	Termly	Ensure notice is given to Finance to ensure the correct signage, lift keys etc are ordered to ensure this is in place before a student attends the Academy.
Disabled parking / drop off accessible	Ensure all disable bays are clearly marked for students being dropped off in the morning/collecting in afternoon	Business and Operation Manager	Medium	September 2023	Ensure parents are aware of we have specific disable bays for drop off and collection
All students can evacuate safely	PEEPS in place for all Students.	SENDCo	Short	September	PEEPS are completed as required.
Increase access to the curriculum for pupils with a disability					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
All students achieve well and needs are met	Quality assurance on all aspects of the Curriculum	Deputy Headteacher – Quality of Education	Medium	July 2022	Coaching Book Scrutiny Learning walks
Access arrangements in place	Assess each student's current skills and levels of attainment on entry. Regular Assessments of student progress	SENDCo Team	Short	September 2022	Liaise with Primary School prior to transitioning to the Academy. Regular assessment by class teachers
Students access work set	Learning plans are in use and all student's information is	Deputy Headteacher	Medium	September 2022	Class teachers receive training on a weekly basis.

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	recorded in class charts				
Ensuring inclusion in academy community					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
All students access clubs on site	All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.	Assistant Headteacher – Director of Welfare	Long	On-going	A very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND.
School trips are safe and accessible for students	Risk assessments completed and plan for inclusion of SEND. All students are encouraged to go on our residential trip	SENDCO and Assistant Head	Long	On-going	Evolve is used and all students are support if needed on trips with a TA
Support for improving emotional and social development	Whole School provision	SENCO/Director Welfare	Long	On-going	variety of pastoral support for children who may be encountering emotional difficulties, this is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development.
Access to information advice and guidance					
Objective	Action to be taken	Responsible	Term	Time Frame	Notes
Working with outside Agencies	There may be times when children require additional support from outside agencies to receive more specialised expertise	Deputy Headteacher	Long	On-going	Ensuring we use different agencies to gain specialist advised if needed.

Parents are aware of Key academy information	Local offer information shared	Deputy Headteacher	Long	On-going	Local offer shared Communication with home
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