



# **Accessibility Plan**

Date: June 2025

<b>Approved by:</b>	Premises Committee	<b>Date:</b> 11 <sup>th</sup> June 2025
<b>Signed (on behalf of the Board of Trustees):</b>		
<b>Signed (on behalf of the Trust):</b>		
<b>Last reviewed:</b>	June 2025	
<b>Next review due by:</b>	June 2028	

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This policy sets out our approach to accessibility for **TEAM Multi-Academy Trust**.  
Section 7 sets out the accessibility action plan for High Bickington C of E Academy.

## **1. Introduction**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

The Equality Act 2010 provides that *'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'*. Schools and academy trusts are required to make 'reasonable adjustments' for those with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that those with a disability faces in comparison to those without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

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. Aims**

This Accessibility Plan is intended to comply with the Trust's obligations under current equality legislation, including in particular Schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

TEAM Multi-Academy Trust aims to treat all of its school communities fairly and with respect. This involves providing admission, access and opportunities for all without discrimination of any kind.

The Trust has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for those with disabilities.

No pupil will be refused admission to one of our schools on the basis of their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we will take all reasonable steps to provide effective educational provision.

Each school’s Action Plan (Section 7) contains relevant and timely actions to:

<p><b><u>Strand A:</u></b></p> <p><b>Increase the extent to which disabled children can participate in the curriculum.</b></p>	<p>The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.</p> <p>Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.</p>
<p><b><u>Strand B:</u></b></p> <p><b>Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.</b></p>	<p>This strand covers improvements to the physical environment of the school and physical aids to access education.</p> <p>The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.</p> <p>Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and wayfinding systems. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.</p> <p>Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.</p>
<p><b><u>Strand C:</u></b></p>	<p>This part of the duty covers planning to make written information normally provided by the school to its pupils– such as handouts, timetables,</p>

<p><b>Improve the availability of accessible information to disabled children.</b></p>	<p>textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by students or their parents/carers about their preferred means of communication.</p> <p>The school should consider how all information normally provided in a written format including work sheets, timetables, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.</p>
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As a Trust, we also recognise our responsibilities towards employees with disabilities and we will therefore:

- monitor recruitment processes and procedures to ensure individuals with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable employees with disabilities to access the workplace

Our Accessibility Plan also extends to our families and school communities and we will therefore:

- ensure any information shared with our school communities is accessible to those with disabilities
- undertake reasonable adjustments to enable those with disabilities to access our school sites and events
- provide appropriate support and provision to those with disabilities to ensure they are able to engage with each school effectively and without barriers

### 3. Legislation and Guidance

- [Equality Act 2010](#)
- [The Equality Act 2010 and Schools: DfE advice](#)
- [SEND Code of Practice January 2015.pdf](#)
- [TEAM Multi-Academy Trust - Articles of Association](#)

- [TEAM Multi-Academy Trust - Master Funding Agreement](#)

The Trust Board of Directors (known as Trustees) has overall responsibility for ensuring that there is compliance with this legislation. Each Local Governing Body has delegated responsibility for monitoring compliance of the Accessibility Plan within their individual schools.

## 4. Vision and Values

As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.

At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.

We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward, we remain dedicated to creating enriching experiences and lifelong memories for our children.

We are steadfastly committed to ensuring that every child, staff member and stakeholder feels valued, respected and included. Every experience, culture and perspective within our community enriches our collective journey allowing us to live and learn with love and inclusivity to others.

### **Inclusive Curriculum**

Through a curriculum that reflects diverse cultures and histories, we provide opportunities for every child to live their educational journey to the fullest, fostering a love for learning and respect for all stories.

### **Regular Training**

Our staff are immersed in training to ensure that the life of our schools is filled with love, respect and an inclusive spirit, enhancing our collective learning experience.

**Stakeholder Engagement**

Living our vision means extending our arms to parents, guardians and the wider community, sharing our love for education and learning from their invaluable perspectives.

**Student-Led Initiatives**

We champion our pupils, encouraging them to live their aspirations, express their love for their community and learn leadership skills by spearheading initiatives that promote unity and understanding.

**Accessibility Focus**

To ensure every member of our community experiences life, love and learning to the fullest, we prioritise making all resources and facilities universally accessible.

**Regular Reviews**

Living our commitment to its fullest potential, we frequently review our approaches, learning from feedback and lovingly adapting to the evolving needs of our community.

**Celebration of Diversity**

Our schools host events that not only foster a love for the various cultures within our community but also enable every individual to live their identity to the fullest and learn the value of diversity.

**Zero Tolerance Policy**

We believe in a life free from discrimination, a community where love overrides prejudice and a learning environment where everyone feels secure.

**Community Outreach**

Our commitment to life, love and learning extends beyond our school gates. We engage in local initiatives that embody our vision, creating a ripple effect of inclusivity in North Devon and further afield.

At TEAM Multi-Academy Trust, our vision of 'Life, Love and Learning to the Full,' is more than words - it is our ethos, mirrored in every action we take, every lesson we teach and every life we touch.

## **5. Monitoring and Review**

This policy and the accompanying action plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of Inclusion for the Trust with each school reviewing their action plan (namely the Head of School, SENDCo and Local Governing Body) and approved by the Trust's Premises Committee.

## **6. Links with Other Policies**

This policy and accompanying action plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Supporting pupils with Medical Conditions Policy
- SEND Policy
- Each school's SEN Information Report
- Equalities and Diversity Policy
- Equality Information and Objectives Statement

The Trust's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in any Trust school, this procedure sets out the process for raising these concerns. This is available on each school's website.



## **Accessibility Action Plan for High Bickington C of E Academy**

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>-A differentiated curriculum is offered to ensure all pupils can access learning at their level</li> <li>-Resources are adapted and tailored to support pupils who need additional help accessing the curriculum.</li> <li>-Curriculum materials reflect diversity and include positive representations of people with disabilities.</li> <li>-The progress of all pupils, including those with disabilities, is carefully monitored and tracked.</li> <li>-Targets are set thoughtfully and appropriately for pupils with additional needs, in consultation with staff and families</li> <li>-The curriculum is regularly reviewed and adapted to ensure it continues to meet the needs of all learners.</li> </ul>	<p>For all teachers to be teachers of children with Special Educational Needs.</p>	<p>Training for teachers and support staff on different aspects of SEN and Disability.</p>	<p>Beth Carter/SENDCo</p>	<p>As appropriate</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>

	<p>-Staff are trained to support pupils with medical conditions where needed.</p> <p>-Staff have access to material, which is accessible to VI pupils.</p> <p>-Staff to have training on key SALT strategies to promote accessibility in lessons. Using Speech Link/SENDCo/observing S&amp;L specialists when they visit setting.</p>	<p>Children with SEND and parents to be included in decisions about support options to ensure provision is child led and outcomes focused.</p> <p>Pupils with disabilities and/or SEN take part in wider curriculum</p> <p>SENDCo to attend termly SEND network meetings</p>	<p>Meeting to be offered each term with support plan. For EHCP children, at least 2 meetings per year to discuss outcomes- parents evening, and annual reviews for EHCP.</p> <p>All pupil groups take part in wider curriculum. All pupils have a positive view of disability and that all can achieve.</p> <p>SENDCo and SLT to be</p>	<p>Class teachers/SENDCo</p> <p>Teachers/PE leads</p> <p>Beth Carter/SENDCo</p>	<p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p>All children have appropriate outcomes set that well support them in closing the gap in their learning with their peers</p> <p>Specific activities set up for children to participate in (pupils with disabilities/SEN-Sport for All...) Opportunities for SEND pupils to take part in TEAM/wider PE events.</p> <p>To ensure SENDCo is briefed in</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Pupils with VI/physical needs can join in PE lessons.	<p>kept informed</p> <p>Provision of PE equipment to support pupils e.g. use of different bats, balls, adult support. Lessons to be structured with breaks to support those who need them. Support from LA outreach.</p>	Class teachers/P.E Lead/SENDCo	Ongoing	<p>matters in SEND.</p> <p>All pupils are provided for so that they can lead a healthy, fit life.</p>



		All users with HI are able to access the school and its parts.	Quiet working environment. Seating position conducive to hearing. Contact with LA outreach service to advice on strategies.	Teachers/SENDCo	Ongoing	Hearing Impaired students achieve as well as all other pupils.
		All users with physical disabilities are able to access the school and its parts and are kept safe at all times	Wheelchair access – entry to school ramps. Regularly maintained and ensure ready for use. Clutter free walkways and access routes.	Site manager, teachers, SENDCo	Ongoing	All users with physical disabilities are able to access the school and its parts and are kept safe at all times
		Pupils who have toileting needs are able to attend and fully	Space for changing. Disposable system as appropriate.	Teachers/parents	Ongoing	Pupils who have toileting needs can be adequately catered for.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		participate in school.	Gloves and aprons. provisions of supplies from parents. follow policy.			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Wigit symbols</li> <li>• Makaton sign language.</li> </ul> <p>-Pupils with VI are able to effectively record their work.</p> <p>-Pupils with disabilities or difficulties (OT) can record work effectively.</p> <p>-Written information in school available in different formats so they are assessable to different groups.</p>	<p>Pupils with VI, word level difficulties or other needs can record work effectively.</p> <p>Pupils with physical disabilities/needs can record work effectively.</p>	<p>Use of coloured books for recording of work IWB backgrounds and colours appropriate.</p> <p>Use of tablets, laptops, voice recorder and writer software, touch typing programmes and development of skills.</p>	<p>Class teachers.</p> <p>Class teachers, ICT subject lead, SENDCo.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pupils with any need are able to effectively record their work.</p> <p>Pupils with disabilities or difficulties (OT) can record work effectively.</p>