Charter Academy

Accessibility Plan

Local Level Policy

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Review Cycle	3 Yearly
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Committee approved by	Charter Local Governing Body
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Date	**Notes**

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Introduction

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Charter Academy is committed to providing premises that are suitable for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

Charter Academy will actively seek to improve access to services in the ways set out below. This plan will be reviewed every three years, or sooner if required, and updated to take account of improvements made, future resource availability and changing needs in the target areas.

Charter Academy will:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN and disabled students, including pictorial and oral formats and also to ensure that the learning environment is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Ensure that arrangements for the movement of students with SEN or restricted mobility are not hampered by the physical environment of the school with adjustments being made where appropriate.
- Have clear measures in place to ensure the safe and respectful evacuation of students with SEN/restricted mobility from the school buildings in the event of an emergency.
- Establish a culture of mutual trust and respect between all members of the school community.
- Build a community that respects the celebration of achievement at all levels.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The primary objective is to reduce, and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for students, and prospective students with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognizes its duty under the Equality Act to:

- Not discriminate against disabled students in admissions, exclusions, education or associated services
- Not treat disabled students less favourably

- Take reasonable steps to avoid putting disabled students at a substantial disadvantage
- Prepare, publish, review and implement an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school supports any available partnerships to develop and implement the plan, specifically as part of Castle Phoenix Trust.

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

The Charter Accessibility Plan was compiled using information from the Accessibility User Survey.

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 on the Equality Act 2010. It also reflects relevant duties within the Children and Families Act 2014 and the current SEND Code of Practice: 0 to 25 years.

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 current Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, '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 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.

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

Action Plan

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

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to an ambitious, adapted curriculum for pupils with SEND and/or disabilities	• Our school offers a differentiated curriculum for all students. • We use resources tailored to the needs of students who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with additional needs. • The curriculum is reviewed to ensure it meets the needs of all students.	Ensure all pupils with SEND and/or disabilities access an ambitious, adapted curriculum through high-quality teaching, targeted intervention and specialist support, including the support base where appropriate, so that they make strong progress from their individual starting points.	Annual reviews of the school curriculum. Annual curriculum reviews and audits for each subject. **Further develop the support base as part of the school's graduated approach**, with clear entry and exit criteria, personalised provision, regular review of impact and strong reintegration pathways into mainstream learning.	LS LS LD/JW	Annually each June, starting June 2026	All pupils have the resources, adaptations and support needed to access the curriculum effectively. Pupils with SEND and/or disabilities make strong progress from their individual starting points, with the impact of provision reviewed through curriculum monitoring, SEND reviews and pupil progress information.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Strengthen staff knowledge and adaptive teaching so that pupils with SEND and/or disabilities are supported effectively in every classroom.	Increased provision for our SEND pupils. A support base is available for children with an EHCP. Ambitious and effective SEND Strategy in place and communicated to all staff. SEND information and strategies are communicated via CPD in staff meetings as well as a half termly SEND bulletin. Skilled and dedicated Inclusion Team in place. Use of LA SEND team expertise to identify specific strategs.	Continue to strengthen staff expertise in adaptive teaching, communication, sensory needs, autism, ADHD, dyslexia and SEMH so that "every teacher is a teacher of SEND" is evident in classroom practice. Implement and evaluate the Inclusion Strategy so that provision is targeted, evidence-informed and responsive to pupils' barriers to learning. Further develop the support base as part of the school's graduated approach, ensuring provision is personalised, regularly reviewed and linked to reintegration into mainstream learning where appropriate. Use SEND reviews, pupil voice, parent feedback, progress data and accessibility audits to evaluate the impact of provision and identify further reasonable adjustments during the 2026–2029 cycle.	Identify CPD training and action research time for Inclusion Team; use of training days, staff meetings and phase meetings for regular meetings. Devise calendar of meetings. Plan and deliver an Inclusion and SEND CPD event for teaching staff so that: • Staff understand the Vision and Key Priorities for Inclusion and SEND • Staff have a better knowledge and understanding of SEND barriers to learning (eg: autism; SEMH; speech, language and communication; dyslexia). Create specialist support and resources for teaching staff using Firefly.	LD/JW LD/JW LD/JW	Annually each September, starting September 2026 Ongoing monitoring throughout 2026–2029 Annual review by June 2027, June 2028 and June 2029	Provision for pupils with SEND and/or disabilities is well understood, well implemented and regularly reviewed for impact. Every teacher is a teacher of SEND. Staff use training, advice and pupil-specific information to adapt teaching and remove barriers to learning. Pupils with barriers to learning, including SEND, achieve well and experience strong inclusion across the school.

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Maintain and review access to the physical environment so that pupils, families, staff and visitors can access the school safely and with dignity. Improve the accessibility of communication and information for pupils and families.	The environment is adapted to the needs of the students as required. This includes: • The school is single storey with direct access to the playground from each classroom • Access to the hall through a variety of doors to enable ease of access • Corridor width • Two disabled parking bays • Disabled toilet • Library shelves at wheelchair-accessible height • Fire evacuation plan in place	Maintain and review the accessibility of the school site through annual audits, pupil-specific risk assessments and timely reasonable adjustments, ensuring all pupils, families, staff and visitors can access the school safely and with dignity.	Ongoing monitoring	LS	Ongoing, with annual site accessibility review each June from 2026 to 2029	Students are able to access all areas of the site and families are able to access resources appropriately
Improve the delivery of accessible information to pupils and families.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictoral or symbolic representations • Ipads	Improve the accessibility of communication for pupils and families by providing information in appropriate formats, including visual supports, large print, translated materials, assistive technology and personalised communication	Review communication needs through SEND reviews, parent contact, pupil voice and staff feedback. Ensure accessible formats are provided where required and reviewed as needs change.	LD/JW	Ongoing, with annual review each June from 2026 to 2029	Pupils and families can access key information in formats that meet their needs. Communication barriers are identified early and reasonable adjustments are recorded and reviewed.

		approaches where needed.				
Aim	**Current good practice** **Include established practice, and practice under development**	**Objectives** **State short, medium and long-term objectives**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Ensure there are enough fire exits around school that are suitable for people with a disability	All fire exits are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear	Daily checks of fire exits	SSO	Daily	All disabled personnel and students have safe exits from school in the event of an emergency
Accessible car parking	Disabled members of staff and visitors have a place to park at the front of the school There is wheelchair access to allow people with mobility issues/wheelchairs to access the main school building.					There is a place for disabled members of staff and visitors to park throughout the school day

Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

More detailed accessibility audit available on request.

Appendix 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys Teaching and admin – 1 storey Attic – 2 storey	1 1	No action	LS/SSO	N/A
Corridor access	Whole school	No action	LS/SSO	N/A
Lifts	0	No action	LS/SSO	N/A
Parking bays	2 allocated disability bays	No action	LS/SSO	N/A
Entrances	All main entrances accessible as double doors Classrooms accessible as single doors – wide enough for a wheel chair	No action	LS/SSO	N/A
Ramps	School is single storey and on one level throughout so no ramps required	No action	LS/SSO	N/A
Toilets	Disability toilet in school	No action	LS/SSO	N/A
Reception area	Accessible entrance	No action	LS/SSO	N/A
Internal signage	Appropriate signage on disability toilet door	No action	LS/SSO	N/A
Emergency escape routes	In appropriately located positions	No action	LS/SSO	N/A