



Ivingswood Academy

Accessibility Plan

March 2026 – March 2029

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1. Aims

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

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.

The Trust Board are 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 pupils 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.

At Kings Education Trust and Ivingswood Academy we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs: In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

We have included a range of stakeholders in the development of this accessibility plan, including Pupils, Parents, Staff, Governors and Trustees.

2. 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](#).

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 [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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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.

3. Action plan

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

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	• Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Trustees can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Seek advice from Specialist Teachers to ensure any identified needs re met e.g. environment and learning. • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate	Annually, and as new children join the school throughout the year	• Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

	• Check flashing beacons that signal fire alarm activation regularly		
Lunchtime	• Ensure children who need longer to eat lunch have more time during lunchtime.	Daily	• All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	• Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear	Daily	• All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	• Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed.	Annually, and as new children join the school throughout the year	• All physically disabled persons can be safely evacuated.
Accessible car parking	• Disabled members of staff and visitors have a place to park in the staff car park near the school entrance	On-going	• There is a place for disabled members of staff and visitors to park throughout the school day.
Access to learning/ in class provision	• Review SEND children's access to curriculum within class sessions. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. • Liaise with external professions e.g. SALT/OT/STS to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	On-going	• All pupils have equal access to a broad and balanced curriculum which has been adapted to meet individual needs, as may be possible within the context of the setting e.g. mainstream provision

All school visits and trips need to be accessible to all pupils	• Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND	On-going	• All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	• Review PE curriculum to include disability sports	Annually	• All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	• Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	• Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	• Identify training needs at regular meetings	On-going	• Raised confidence of support staff
Communication with Parents	• Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time. • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	• Parent/school communication is strong • Parents confidently contact SENCO for support and advice.
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed.	On-going	• Children voice is heard and acted upon.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Governors and Headteacher.

It will be approved by Trustees Board and shared with LAC for information.

5. Links with other policies

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy