



Inspire Academy

Accessibility Policy

LAST REVIEW DATE	March 2026	REVIEW PERIOD	Annually
NEXT REVIEW DATE	March 2027	TYPE OF POLICY	Statutory

DATE OF RATIFICATION:	12/03/2026
SIGNATURE	
PRINT NAME	Justin Stuart - Chair of Trust



Introduction

Inspire Academy is a specialist SEMH (Social, Emotional and Mental Health) secondary provision for pupils aged 11-16, where every pupil has an EHCP and a primary SEMH need. Our pupils often present with complex social, emotional and behavioural needs and may have experienced fragmented or disrupted educational journeys.

We are committed to ensuring that all pupils—regardless of disability—can access every aspect of school life. We celebrate difference, promote inclusion, and work to remove barriers so learners can thrive academically, socially and emotionally.

This policy outlines the academy's approach to accessibility and inclusion in line with statutory duties.

Legal Framework

This policy is written with regard to:

- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Education Act 1996
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- DfE: SEND Code of Practice 0-25 (2015)
- DfE: Equality Act 2010 and Schools (2014)

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial, long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments, mental health conditions, learning disabilities, and hidden disabilities.

Policy Aims

Inspire Academy aims to:

- Reduce or remove barriers preventing disabled pupils from accessing the curriculum, environment or information.
- Ensure full participation in school life for all learners with disabilities.
- Work collaboratively with parents, carers and external agencies to meet individual needs.
- Promote equality, dignity and respect, ensuring no pupil is treated less favourably due to disability.



Accessibility Planning Objectives

Our Accessibility Plan focuses on improving accessibility across three key areas:

Curriculum Access

We commit to:

- Delivering a broad, balanced, SEMH-appropriate curriculum that is personalised to each pupil's needs.
- Removing barriers to learning via adaptive teaching, specialist resources and SEMH strategies.
- Ensuring no pupil is denied access to curriculum opportunities due to disability.
- Providing appropriate support (TAs, modified materials, visual aids).
- Adapting Physical Education and off-site visits where necessary.

Where barriers remain, we work with families and external professionals to explore reasonable adjustments or alternative arrangements.

Physical Environment

We aim to ensure:

- Safe and accessible routes throughout the site, with consideration for pupils with mobility, sensory or medical needs.
- Future site developments take accessibility into account, including acoustics, lighting, and visual contrast.
- Outdoor spaces are accessible and inclusive to support SEMH regulation.

Delivery of Information

We will:

Provide information to pupils and families in accessible formats (e.g., large print, simplified language, electronic formats).

- Use communication methods preferred by parents/carers where reasonable.
- Ensure staff are aware of pupils' communication needs.

Identification and Planning

- Disabilities or additional needs are identified via EHCPs, transition information, parental input and ongoing assessment.
- Information is recorded securely and shared appropriately with staff who support the pupil.
- Pupil Passports, behaviour plans and risk assessments reflect individual needs and are reviewed regularly.
- SEMH staff expertise ensures needs are identified early and responded to sensitively.



Curriculum, Teaching and Outcomes

- All staff are trained to deliver SEMH-appropriate teaching strategies that support emotional regulation, engagement and positive relationships.
- Curriculum planning incorporates reasonable adjustments to support disabled learners.
- Outcome data for learners with disabilities is monitored routinely and informs provision.
- Enrichment, trips and informal curriculum activities are accessible wherever safe and feasible.

Roles and Responsibilities

Governing Body

- Ensures statutory compliance and monitors the Accessibility Plan.
- Approves the Accessibility Policy annually.

Headteacher / Senior Leadership Team

- Oversees accessibility planning and ensures implementation.
- Ensures staff are aware of pupils' needs.
- Collaborates with external agencies for specialist advice.

SENCo

- Leads on SEND and accessibility matters.
- Ensures staff receive relevant guidance and training.
- Supports curriculum adaptations for pupils with disabilities.

All Staff

- Follow the Accessibility Policy.
- Promote inclusion and remove barriers within their classroom practice.
- Treat disabled pupils fairly and respectfully.

Training

All staff and governors receive training on:

- Equality Act duties
- SEMH needs and trauma-informed practice
- Supporting pupils with medical needs (where appropriate)

Monitoring and Review

- The Governing Body and SLT will review this policy and the Accessibility Plan annually.
- Monitoring will include feedback from pupils, parents and staff, incident logs, progress data and environmental audits.

Availability

This policy will be:

- Available on the Inspire Academy website
- Available on request from the school office

