



## **ACCESSIBILITY PLAN**

Review cycle:	3 years
Reviewed by:	Teresa Pendleton - December 2025
Approved by:	Local Governing Body
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VERSION	DATE	AUTHOR	CHANGES
1	14 December 2025	TPE	New accessibility plan

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Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

## 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 Samworth Church Academy has adopted this Accessibility Plan in line with the Academy's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and all pupils are appropriately challenged and/or supported.

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.

The school supports any available partnerships to develop and implement the plan.

We work closely with Nottinghamshire local authority to develop skills and ensure all students are fully supported.

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.

## 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.

### 3. Action plan

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
Increase access to the curriculum for pupils with a disability	<p>Our school uses an adaptive teaching approach to ensure that the curriculum meets the needs of all pupils.</p> <p>Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum as required.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Ensure any students with a disability are clearly identified and each student has a profile of need.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>Ensure all staff have the relevant training to support the specific needs of some of our most vulnerable students.</p> <p>Ensure all students have opportunities to experience success and enjoy attending school.</p> <p>Ensure that all students receive support to have access a full curriculum.</p>	<p>Ongoing training for all staff in adaptive teaching / responsive teaching.</p> <p>Staff kept up to date with the latest research to inform best practice in supporting students with disabilities.</p> <p>Ensure training is in place for students who require any specialist equipment. Liaise with outside agencies/training providers where necessary.</p> <p>Student profiles of need are updated at least annually.</p>	Leadership team – T Pendleton to ensure staff have the information needed to know the needs and barriers to learning for all students with SEND.	Ongoing.	<p>All staff have up to date information to inform of needs.</p> <p>Teaching is well-matched to individual needs.</p> <p>Students with physical and sensory disabilities are able to access a full curriculum.</p> <p>Student outcomes.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>To ensure the environment is adapted to the needs of students as required we have:</p> <p>Lifts to upper floors.</p> <p>All doorways are wheelchair accessible.</p> <p>Stairs and corridors are spacious and kept clear of clutter.</p> <p>Disabled parking bays.</p> <p>Disabled toilets</p> <p>Some low shelves / bookcases in the library.</p> <p>Health care assistants are trained in personal care and manual handling.</p>	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<p>Adaptations to the environment completed.</p> <p>Ongoing training for health care assistants.</p>	<p>Site manager</p> <p>Health Care lead / T Pendleton</p>	<p>Completed.</p> <p>Ongoing.</p>	<p>Site audit completed.</p> <p>Training log up to date.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage that is clear.</p> <p>Large print resources as required by individual students.</p> <p>Teachers aware of individual needs through provision map / SEND updates. Teachers ensure resources are adapted as required – eg: enlarged texts / exam papers.</p> <p>Instructions / key messages provided on a 1:1 basis if necessary.</p> <p>Working with outside agencies.</p>	To ensure that all members of the school community can access information.	Ensure individual needs are known and kept up to date.	T Pendleton	Ongoing / as required.	All members of the school community are able to access information and are fully informed

#### **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 the governing body, the executive headteacher, headteacher and SENCO.

#### **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