



Twyford
C of E
Academies Trust

Document Title	3-Year Accessibility Plan
Committee Responsible for Policy	Resources Committee
Review Frequency	3 yearly
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Next Review Due	November 2028
Policy Author	Director of Finance & Operations

Assessment of the Impact of a Policy on Equality & Diversity

Policy: 3-Year Accessibility Plan	
Impact assessed by: R Lane	Date: 13/11/2025
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else? The Trust may not be giving sufficient attention to plans and measures to improve access to disabled people.	
2. How would this be evidenced? Complaints from disabled users of Trust services and visitors to sites.	
3. What is the impact of the policy and latest changes on people with protected characteristics?	

Protected Characteristic	Impact before change*	Impact after change*	Comments
Age	Neutral	Neutral	
Disability	Positive	Positive	
Gender Reassignment	Neutral	Neutral	
Marriage and civil partnership	Neutral	Neutral	
Pregnancy and maternity	Neutral	Neutral	
Race	Neutral	Neutral	
Religion or belief	Neutral	Neutral	
Sex	Neutral	Neutral	
Sexual orientation	Neutral	Neutral	

* Positive/Negative/Neutral.

4. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy and latest changes pass or fail this test? Pass
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3-Year Accessibility Plan

1 Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and to support our Equalities Policy and SEN Policy by continuing to improve all aspects of the physical environment of school sites and other resources and services so that all disabled pupils, parents and staff can take full advantage of the education and associated opportunities provided by the schools.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities”

2 Duties

The Directors of the Trust have three key duties towards disabled people, under the Equalities Act 2010:

- a. Not to treat disabled people less favourably for a reason related to their disability,
- b. To make reasonable adjustments for disabled people, so that they are not at a substantial disadvantage and
- c. To plan to increase access to education and other services for disabled students, parents and staff.

3 Plans

The attached plan sets out how the Directors propose to increase access to education for disabled people in the three areas:

- a. Increasing the extent to which disabled students, parents and staff can take advantage of the facilities
- b. Increasing the extent to which disabled students can participate in our curriculum
- c. Ensuring that disabled students, parents and staff are provided with the appropriate sources of information so that they are not disadvantaged.

Twyford C of E Academies Trust 3-Year Accessibility Plan

	Targets	Strategies	Outcomes	By Whom	By When	Latest Annual Review of Progress
PHYSICAL ACCESS						
Short Term	Systems are in place to ensure that, within structural/lay-out constraints, buildings are accessible to people with a wide range of disabilities.	Keeping lifts fully functional through regular maintenance.	Day-to-day accessibility to buildings is maximised.	Facilities Managers	Ongoing	Systems currently operating satisfactorily. There have been very few times when non-functioning lifts have restricted access.
Medium Term	Every classroom/ teaching area is optimally organised for students with sight, hearing, physical or other disabilities and all minor adaptations enabling maximum accessibility have been carried out.	SENCO (and/or other specialist advisor) to audit room lay out to identify the areas in most need of adaptation and prioritise. The Trust architect to cost proposals and include as part of the Building Maintenance Strategy.	The requirements have been identified, costed and prioritised in the building maintenance strategy.	SENCO, Trust architect	Ongoing	Accessibility is now included in the Building Maintenance Strategies for Twyford and William Perkin High Schools
Long Term	Draw up plans and proposals to carry out major building work and bid for funding to replace or adapt buildings which are inaccessible.	The Director of Finance & Operations to commission plans and prepare bids.	All buildings are fully accessible.	Director of Finance & Operations	July 2026	Twyford site: The Elms basement and upper floors of the Elms, B block and D block are currently inaccessible to people in wheelchairs. William Perkin site: Full wheelchair accessibility.

	Targets	Strategies	Outcomes	By Whom	By When	Latest Annual Review of Progress
						Ada Lovelace site: Full wheelchair accessibility. Ealing Fields site: Only 5 rooms and the cellar are not wheelchair accessible. A scheme for providing level lift access to specialist art rooms on the upper floor of D block was drawn up but the cost exceeded available funding. We will explore whether there are lower cost options.
CURRICULUM ACCESS						
Short term	Every teacher and teaching support worker is aware of the issues surrounding accessibility to the curriculum with particular reference to sensory and physical disabilities.	Staff training during the induction period, and regularly thereafter to ensure that action planning and planning of Schemes of Work is informed by Inclusion Statements.	All teachers are aware of the optimal requirements and are making every effort to ensure that these are being met or that awareness has been raised with the relevant person.	Associate Headteachers	Ongoing	There is currently a good level of awareness but more can be done.
Medium Term	All staff, students and parents (where appropriate) have access to online teaching and learning resources.	Ensure resources stored on the VLE support accessibility tools and software.	Students, parents and staff with a range of disabilities are able to access the VLE.	VLE development lead	Ongoing	The VLE supports accessibility tools but resources need to be audited and guidelines produced to ensure they are compliant.

	Targets	Strategies	Outcomes	By Whom	By When	Latest Annual Review of Progress
Long Term	When redesigning the curriculum, provide for students with disabilities, help raise awareness of disabilities and promote equality of opportunity for disabled people.	Include this requirement in curriculum models and templates.	All subject curricula provide for a range of disabilities and help raise awareness and understanding of disabilities.	Associate Headteachers	Ongoing	Disability is currently addressed to an extent but more can be done.
	All educational and most wider learning opportunities provide for students/parents with a range of disabilities.	Steps identified to provide greater access to wider learning opportunities for disabled students.	All students and parents are able to engage in all educational and most wider learning opportunities.	SENCO/Wider Learning leads/Heads of Specialisms	Ongoing	We continue to promote greater engagement with wider learning activities by SEN students.
PROVISION OF INFORMATION						
Short Term	Keep students, parents and staff up to date about how the Trust and its schools provide for disabled people and meet their obligations under the Equalities Act 2010.	Ensure that this plan, the SEN and Equality Policies and E&D Monitoring Report are up to date and published on the Trust's website.	Students, parents and staff are well informed about how they can access the Trust's services.	SENCO, Director of Finance & Operations	Ongoing	Updated accessibility Plan to be published on the Trust website.
Medium Term	Trust and school websites comply with the latest accessibility standards to ensure disabled parents, students and staff have full to access information.	Regularly check that the websites fully comply. If they don't then take steps to achieve compliance.	All parents, potential parents, students, staff and other stakeholders with internet access can access information about the Trust and its schools online.	Director of Finance & Operations	Ongoing	Websites are currently fully compliant.

	Targets	Strategies	Outcomes	By Whom	By When	Latest Annual Review of Progress
Long Term	Information and communication available in a wider range of forms to ensure it is accessible to people with a wider range of disabilities.	Investigate provision of alternative media – such as braille and Typetalk – which may be required.	All school stakeholders can access information about the Trust and its schools.	Director of Finance & Operations, SENCO	Ongoing	Accessibility aids are provided to disabled students but more could be done to signpost aids such as apps etc for parents and other members of the public.