

HORIZONS EDUCATION TRUST

Accessibility Plan Spring Common Academy March 2025

POLICY ISSUE CONTROL

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OWNER:	
AUTHOR: IN CONSULTATION WITH:	Interim CEO and academy headteachers, academy stakeholders (pupils, staff, governors)
APPROVED BY:	Interim CEO
TRUST BOARD APPROVAL:	N/A
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1.0 AIMS

- 1.1 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
- 1.2 Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 The plan is available online on the academy website, and paper copies are available upon request.
- 1.4 Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The academy supports any available partnerships to develop and implement the plan.
- 1.6 The [Horizons Education Trust complaints procedure](#) covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.
- 1.7 We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the academy.

2.0 LEGISLATION & GUIDANCE

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 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.
- 2.5 This policy complies with our funding agreement and articles of association.

Appendix A: 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 Short, Medium & Long Term	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 offers a differentiated curriculum for all pupils.</p> <ul style="list-style-type: none"> Our school's curriculum is linked to the National curriculum and encompasses the broad range of subjects as laid out for differing key stages. Planning is topic-based, which allows for the delivery of a needs-based, child-centered curriculum at point of delivery, reflecting that our learners have different ways of learning at different paces according their needs. We recognize that our pupils are working within one of three pathways (pre-formal, semi formal and formal) which reflect their learning style and cognitive level, and that pupils will move between pathways over time. Our academy has carefully thought-out sequencing documents for each curriculum area which demonstrate how learning is built is developed over time, prioritizes the importance of mastery learning, and acknowledges that our learners do not necessarily learn in a linear fashion. We use resources tailored to the needs of pupils who require support to access the curriculum, which facilitate their preferred styles of learning, are experiential, and use the learners' interests as a starting point. Curriculum resources are adapted depending on need or disability using advice from professionals, including but not limited to Educational Psychologists, Sensory Support Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists. Curriculum progress is tracked for all pupils, including those with a disability using a range of specialist frameworks including SCALES which is bespoke to our Trust. 	See current school development plan	See current school development plan	SLT and school staff	See current school development plan	<p>Learners are guided on a clearly defined, personalised journey and gain the knowledge, skills and confidence they need to flourish as valued members of the community in life beyond school.</p> <p>Individual pupil EHCP targets are met</p> <p>Robust QA cycle demonstrates high quality offer for all of our students</p>

	<ul style="list-style-type: none"> • Targets are set annually, and reviewed at least termly, to ensure that they appropriate for pupils with additional needs <p>The curriculum is reviewed regularly to make sure it meets the needs of all pupils.</p>					
Improve and maintain access to the physical environment	<p>Our school environment is reviewed to ensure that it is suitable for the needs of learner. Where possible, the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Single floor buildings • Wheelchair friendly pathways throughout woodland trail and playgrounds • Accessible play equipment • Disabled parking bays • Disabled toilets and changing facilities • Extensive hoisting facilities • Sensory rooms for bespoke diets including rebound room with ground trampoline and music/light rooms • Library and life skills counters and shelves at wheelchair-accessible height • Hydro pool to support physiotherapy • Every classroom has access to an accessible toilet or changing facilities within or close by • Risk assessments linked to rooms and emergency procedures are robust, updated and shared appropriately 	See current school development plan	See current school development plan	SLT and school staff	See current school development plan	Pupils are safe, can access all areas with minimal difficulty and minimal incidences related to physical environment are recorded
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> <ul style="list-style-type: none"> • Clear internal and external signage • Large print resources • Use of word processing software which supports understanding with Widgit symbols • Pictorial or symbolic representations at key areas across the school with bespoke signs 	See current school development plan	See current school development plan	SLT and school staff	See current school development plan	Pupils are supported to have a good understanding of necessary information, and they are able to have their voice heard and validated

	<ul style="list-style-type: none"> • All staff carry visual symbols/schedules, including mini taskbars • Access to regular comprehensive training from SALT in the use of pupils' preferred communication methods, including but not limited to PECs, signing, objects of reference • All staff and pupils are supported to learn Makaton signing as part of a total communication environment 					
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