



# Accessibility Plan

Colonel Frank Seely Academy

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

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.

Colonel Frank Seely Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information, to ensure access for all.

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 DSS, SFSS – The Sensory Team – supporting pupils with Hearing and Visual needs and physiotherapy and Occupational Therapy departments.

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 / carers, staff and governors of the school.

## 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 disabled pupil faces in comparison with non-disabled pupils. 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.

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Short Term</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.</p> <p>Medium Term</p> <p>Planning any curriculum adjustments around the needs of the cohort of pupils.</p> <p>Long Term:</p> <p>Science / Maths and Technology – development of curriculum and resources to enable accessibility and independence in all areas of the curriculum.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENCO</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> <p>Audit of training and qualifications against the needs of pupils.</p> <p>Recommendations from OT and Physio services are actioned. Technologies to support independent recording investigated</p>	<p>SENCO to oversee</p> <p>SENCO to oversee</p> <p>SENCO and Head of Science, Maths and Tech</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies. Pupils benefit from an adapted delivery of curriculum appropriate to needs.</p> <p>Staff training and qualification in place to ensure the learning and physical needs of all pupils are met.</p> <p>All students to be able to record independently</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Accessibility parking bays</li> <li>• Accessibility toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Lifts to access 1<sup>st</sup> floor.</li> </ul>	<p>Short Term:</p> <p>Wheelchair access to the English Block – ensuring pupils with wheelchairs can access independently.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are both accessible both in size and positioning within the school building – classrooms too small for wheelchair access</p> <p>Personal evacuation plans for identified pupils.</p> <p>Medium Term:</p> <p>To continually maintain yellow warning strips on vertical posts, steps and handrails to support pupils with VI.</p> <p>Long Term:</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all.</p>	<p>Adaptation to the English block entrances and classrooms.</p> <p>Staff are continually informed of all pupils with mobility issues and suitable timetable created to meet their need.</p> <p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.</p> <p>Increase the number of automated doorways for pupils who would rely on TAs to open doors.</p> <p>Ensure that all fire exits are suitable for all pupils, including those with mobility issues or wheelchair users.</p>	<p>Site Manager</p> <p>Time table and SENCO</p> <p>Site Manager</p> <p>SENCO / Site manager</p>	<p>Summer 2022</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>English Block is accessible for wheelchairs.</p> <p>All identified pupils are timetabled in appropriate rooms to meet their needs.</p> <p>All pupils with VI are able to navigate successfully around school safely.</p> <p>All pupils are able to independently access all areas of the school.</p>

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Improve the delivery of information to pupils and parents 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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Short Term</p> <p>All pupils will have a Pupil Profile which clearly outlines the teaching strategies and communication methods that should be used to help them to make progress.</p> <p>Medium Term:</p> <p>Review access to information with stakeholders to ensure that communication methods are appropriate to need.</p>	<p>Review Pupil Profiles through a SEND review meeting with parents/carers and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.</p> <p>Stakeholders views to be captured and analysed.</p>	<p>SENCO / Keyworker</p> <p>SENCO / Business manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff fully equipped with the right strategies to support pupils. This will ensure that pupils can access all information delivered in lessons.</p> <p>Improved systems across the school will support disabled students to access all information.</p>

## **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 LAB Business Committee/Headteacher.

It will be approved by LAB Business Committee/Headteacher.

## **5. Links with other policies**

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

- › Behaviour Policy
- › Curriculum Statement
- › CFS Business Continuity Plan
- › Equality Act Statement
- › Health and Safety Policy
- › Academy Improvement Plan
- › Special Educational Needs & Disability Policy (SEND)