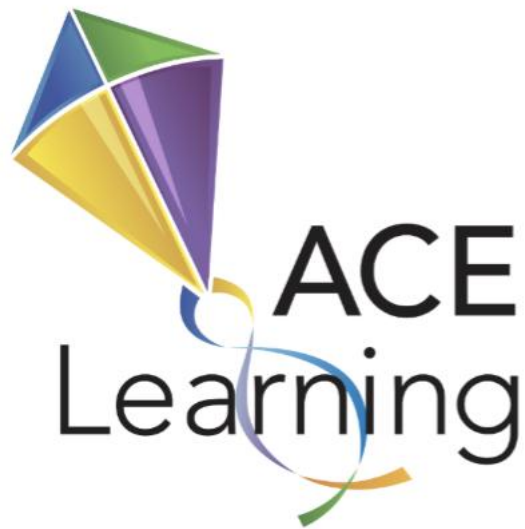




Accessibility Policy & Plan

Date of Ratification	Summer 2026
Date for Review	Summer 2029

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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 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 trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the academies are accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At ACE Learning Academies we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. ACE Learning Academies promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our academies are inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The plan will be made available online on the school website, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

Each Academy will ensure that:

- They draw on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared.
- They work with partner schools.
- Disabled pupils have access to extra-curricular activities.

Our trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academies, 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 trustees .

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.

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.

Objectives	Action	Key Personnel	Resources	Timing	Monitoring
Ensure new building projects includes accessibility features for disabled staff and pupils and fully complies with regulations	Planning meeting Architecture and building compliance certificates	SLT Architect Project manager Building contractor	Agreed budget Security systems Accessibility planning	Ongoing	Trustees meeting reports Reports from Project manager and independent quality surveyor
Improve physical access to the premises wherever possible.	Provide level access / ramps to exits where appropriate or provide alternative routes.	SLT Site manager Building contractor	Ramps Door widening if possible	Ongoing	Trustees Central Team SLT
Improve access for pupils who may experience difficulty moving around.	Ensure care plans are in place to support all pupils with mobility difficulties	SLT Inclusion team Parents	Individual accessibility and care plans Planning time for SENCO	On-going	Trustees Head of School Central Team
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	Update DSEN policy and staff handbook Seek advice from experts.	SLT SENCO	Staff training costs Visiting experts/trainers	Ongoing	Head of School SLT Inclusion Lead
Ensure that all trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	SLT Educational Visits Leader Visit leaders	Leaders planning time for risk assessments Pre-visits where possible	On-going	Head of School Educational Visits Co-ordinator Trip leaders. Feedback from pupils

Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical	PE Leader Leaders of after-school clubs	Budget for clubs provision New equipment as needed	On-going	Head of School Feedback from parents and pupils
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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 Chief Executive Officer and/or Chief Operating Officer.

It will be approved by Finance and Risk Committee

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