



Accessibility Plan

1. Aims of the Accessibility Plan

Academy trusts 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

The Accessibility Plan should be reviewed every three years.

The Accessibility Plan will be made available online on the Trust's website, and paper copies are available upon request.

Each establishment within the Trust is required to adapt the Plan according to its circumstances.

Ethos of the Trust

The Consortium Multi-Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We strive to provide quality, inclusive education for our children in all our schools at the heart of our communities, working as confident individuals, in friendship and partnership. Together, we believe in providing exceptional opportunities that allow each of us to flourish, nurture our creativity and, by developing our talents and challenging our understanding, become the best that we can be.

Each school is a fully inclusive school that ensures all pupils achieve their best personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Every teacher within The Consortium Multi-Academy Trust is a teacher of every child, including those with SEND.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Glebeland Primary School

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|---|--|---|--|
| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> | <p>Lessons have adapted task design where necessary and appropriate</p> <p>Economics & money are added into the RSHE curriculum</p> <p>Opportunities for promoting inclusion embedded in RSHE and across the wider curriculum</p> <p>PE and physical activities to be accessed by all pupils</p> | <p>Lessons will included adapt tasks</p> <p>PSHE/RSHE curriculum to be reviewed</p> <p>PSHE/RSHE & wider curriculum to be reviewed during long and medium term planning</p> <p>Resources renewed& improved; weekly KS2 swimming</p> | <p>Class teachers</p> <p>PSHE Lead/class teachers</p> <p>PSHE Lead/class teachers</p> <p>PE Lead/class teachers/AH</p> | <p>Ongoing</p> <p>Autumn 2026</p> <p>Ongoing</p> <p>Spring 2026</p> | <p>All pupils will access the curriculum with adapted tasks/resources</p> <p>Money and economics will be adding into the current RSHE curriculm so pupils can learn about them</p> <p>Inclusion & diversity will be promoted explicitly within the curriculum; all individuals are valued</p> <p>Daily outdoor activity timetable for morning/ lunch breaks; PE resources refreshed; pupils meet</p> |

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|---|---|--|--|---------------------------------|---------|--|
| | | | | | | expected swimming standards by end of KS2 |
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities | <p>The Warren satellite provision 'Burrow' has appropriate access for pupils & staff</p> | <p>Satelite class adapted for SEND use</p> | Caretaker | Ongoing | The Burrow is operational and pupils can access the setting |
| | | <p>Perimeter fencing is appropriate to maintain safety of all pupils and staff</p> | <p>Maintain new perimeter fence and gates</p> | Caretaker | Ongoing | Safety of site perimeter optimised |
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations | <p>Learning is communicated to pupils and pupils can communicate their needs and wants</p> | <p>Display & use visual timetables and visual cues such as Core Boards</p> | EYFS Teacher | Ongoing | Pupils will access the curriculum and can communicate using a variety of methods as appropriate to their needs |
| | | <p>Technology can be utilised to enable all pupils to access the curriculum</p> | <p>Individual technology to meet needs of pupils with SEND</p> | Access Through Technology (NCC) | Ongoing | Pupils have appropriate technology to support their access to learning |



4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

The Accessibility Plan will be approved by the Trust Board. Action Plans for individual schools will be approved by the relevant Locality Committee.



Appendix 1: Accessibility assessment

The table below contains some examples of features you might assess as part of an assessment of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|-------------------------------|--|--|-----------------------------|
| Access from the highway | 4 foot metal fenceing & gates | CMAT replacing perimeter fence and gates with optimal height fencing and gates | Robin Chew Marc Aalders-Dunthorne Lisa Jones | August 2025 |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |
| Signage | | | | |



Document Control

Changes History

| Version | Date | Amended By | Details of Change |
|---------|------------|-------------|--|
| 1.0 | 27.11.2019 | Robin Chew | Document drafted for Board approval |
| 2.0 | 14.09.2022 | Robin Chew | Minor formatting changes following three yearly review |
| 2.1 | 20.01.2026 | Emma Davies | Amendments to plan for Glebeland |
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Approval

| Name | Job Title | Signed | Date |
|--------------------------|---------------------------------|----------------------|------------|
| Andrew Aalders-Dunthorne | Principal/CEO | Electronic signature | 10/10/2022 |
| Tamsin Little | On behalf of the Exec Committee | Electronic signature | 10/10/2022 |
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