

# Accessibility Plan 2025-2028

## Curledge Street Academy



Part of Thinking Schools Academy Trust

**CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE**



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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 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.

Curlledge Street Academy aims to give children a *flying start to lifelong learning*. We have four key values at the heart of everything we do. Our core ethos value is **respect**. This is an ethos value for all members of our school community. You can find out more about our learning values on our website.

This 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or reasonable adjustments to premises.

### **3. Action plan**

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers an adapted curriculum for all pupils and is committed to reducing cognitive load</li> </ul>	The curriculum continues to be adapted to meet pupil's needs	Continue to make necessary adaptations to the curriculum	HMW / KH / BW	Ongoing	All pupils will access a broad and balanced curriculum that meets their needs.
	<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>Widgits are used as visual aids across curriculum resources</li> <li>A total communication approach is used across the school (objects, visuals, signs)</li> </ul>	Appropriate resources will be used to support access to the curriculum	Staff will use the graduated response to meet needs and remove barriers to the curriculum	SENCO	Ongoing	Curriculum resources will be adapted to meet the needs of pupils
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	Ensure the curriculum is reviewed to include people with disabilities	Resources used to support pupils will be monitored	SLT	Termly	The curriculum represents the school and local community
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils on the Special Educational Needs register</li> </ul>	ILSP targets will be SMART and well planned	Curriculum lead to review the curriculum to ensure that people with disabilities are well represented	KH / BW	Autumn term1 2025	<p>All pupils make good progress</p> <p>All pupils have the same opportunities to succeed and gain a wide range of curriculum experiences in order to achieve their potential.</p> <p>Offsite curriculum visits and trips are accessible to all</p>
			ILSPs will be monitored for quality	SENCO	Termly	

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	<ul style="list-style-type: none"> <li>Curriculum visits and trips are planned to include all pupils</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>All pupils will have the opportunity to attend curriculum visits and trips</p> <p>Regular review of the curriculum to ensure it meets the needs of all pupils</p>	<p>SENCO will work with EVC to ensure access to trips</p> <p>Subject monitoring</p>	<p>EVC / SENCO</p> <p>HMW / KH / BW</p>	<p>Ongoing</p> <p>Half termly</p>	<p>pupils so that they gain first-hand experiences and curriculum enrichment to their learning without limits.</p>
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>Disabled parking bay</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>Pupils will continue to access an environment that is adapted to their needs</p> <p>Where structurally possible, pupils will be able to access the school building safely</p>	<p>Regular review of the environment will take place – HT / SENCO to take a walk of the school</p> <p>An Evacuation Chair will be put by the lift to allow access for wheelchair users on upper floors</p>	<p>HT / SENCO</p> <p>HT / SENCO</p>	<p>Bi-annual</p> <p>End of Summer term 2025</p>	<p>All pupils will access their environment safely</p>

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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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (Widgit)</li> </ul> <p>The school adopts a Total Communication approach (objects, visuals, signs) and uses Widgits as a consistent visual resource across the school</p> <p>Pupils who have a hearing impairment have Edumics fitted</p>	<p>All areas of the school to have appropriate communication methods ensuring accessibility for all pupils</p> <p>Large print to be available for those with visual impairment</p> <p>Edumics will continue to aid children to access information</p>	<p>HT / SENCO to take a walk of the school to ensure internal signage is appropriate and the use of Widgits are applied where needed</p> <p>SENCO to advise staff where pupils have visual impairment and check support plan</p> <p>Use and effectiveness of Edumics will be monitored and reviewed</p>	<p>HT / SENCO</p> <p>SENCO</p> <p>SENCO / Hearing Impairment Advisory Teacher (LA)</p>	<p>Bi-annual</p> <p>Termly</p> <p>Termly</p>	<p>All pupils are able to access their environment safely</p> <p>All pupils can communicate expressively and receptively with the effective provision for communication (objects, visuals, signs)</p> <p>Spoken language is not a barrier</p>



#### **4. Monitoring arrangements**

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team.

It will be approved by the Academy Governing Board (AGB).

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

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

- Health and safety policy
- Special educational needs and disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy