



Wigston Academies Trust

ACCESSIBILITY PLAN: STATUTORY

DATE APPROVED:	12 th May 2025
APPROVED BY:	Board of Trustees
REVIEW FREQUENCY:	Every 3 years
DATE FOR REVIEW:	May 2028

Signed by Chair of Trustees:

Date: May 2025

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

Our Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Trust aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for our students or any adults associated with our Trust regardless of sex or gender, ethnicity or faith, ability or disability, educational needs or talents, sexual orientation, pregnant or not.

The plan will be made available online on the Trust's 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.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, 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 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.

What 'substantial' and 'long-term' means:

- 'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection

Progressive conditions:

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

The Trust acknowledge that some disabilities are hidden.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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 good practice	Objectives	Actions to be taken	Person responsible	Timing	Success criteria
Increase access to the curriculum for students with a disability	Our Trust offers a differentiated curriculum for all students.	To promote the inclusion of students with a disability so they are fully integrated into the school community.	Review of curriculum offer to include reference to progress data and student, parent and staff survey.	HMa	Yearly	Progress and achievement of students with a disability is in line with rest of school as shown through outcomes.
	<p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>To ensure progress over time and attainment in line with targets for all.</p> <p>To ensure that all students have the opportunity to achieve in their chosen courses and</p>	Monitor lesson planning and provision of resources as part of QA of TL&A.	T + L Team RHi	On-going	Students with a disability are fully engaged in lessons and able to access teaching and demonstrate learning in line with other students in their class.

	<p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional SEND needs.</p> <p>EHCP targets used by classroom teachers and support staff to provide personalised and differentiated resources to ensure full access to the curriculum.</p> <p>Within the on-going process of curriculum policy review and school improvement, we ensure that policies relate to disabled students and their outcomes.</p> <p>We draw on the expertise of external agencies to provide specialist advice and support.</p>	<p>careers after leaving the Academy.</p> <p>To promote the personal and social development of students regardless of need.</p> <p>To promote the idea that each and every student is recognised as an individual.</p>	<p>Monitor attendance and participation of groups of students for comparison.</p> <p>Analyse different groups to identify gaps in progress.</p> <p>Policy review is frequent and timely.</p> <p>Source expertise and funding streams to</p>	<p>APo</p> <p>HMa</p> <p>HMa</p>	<p>On-going</p> <p>Termly</p> <p>As required</p>	<p>There is no difference in rates of attendance and participation between those students with a disability and those without.</p> <p>Intervention is employed to address gaps.</p> <p>Equality of opportunity for those students with a disability is evident.</p> <p>Students with a disability have access to additional</p>
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<p>SENDCO has an overview of the needs of disabled students.</p> <p>We ensure there are high expectations of what students with disabilities can achieve.</p> <p>We ensure appropriate deployment and training of learning support staff.</p> <p>We aim to share successful practice within the Trust and between other schools.</p> <p>We use PSHCE time to promote diversity and the need to value all individuals.</p> <p>We focus on the talents of all students.</p> <p>We ensure full use is made of opportunities for special consideration and special</p>		provide additional support.	SCa	On-going as opportunities arise.	support further improving their progress.
		Individual monitoring of students continues.	SCa	Regular.	Students' experience of teaching and learning is tailored to their needs.
		Timetable against student need.	SCa	At least yearly.	Student support is well targeted, effective and efficient.
		All students are supported and encouraged to be aspirational regardless of need.	Whole school	On-going.	Students with a disability experience success.

	arrangements during examination process (including internal assessments).					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Evac chairs 	<p>Students with a disability are able to access and make use of the school environment the same as other students.</p> <p>Students with a disability feel safe and are safe when at school.</p> <p>Students with a disability have the same opportunity to learn, aspire and achieve as others.</p>	<p>SENCO to work regularly with local authority specialists to ensure that classrooms are arranged to provide maximum access and benefit for disabled students.</p> <p>Audit of adjustable furniture and adapted equipment for students with visual, physical and hearing impairments.</p> <p>Audit of and provision for modified equipment and resources in every classroom.</p> <p>Ensure any repairs and replacements to</p>	<p>SCa</p> <p>MAT</p> <p>MAT</p> <p>AGa</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Students with a disability report being satisfied with their access to the school environment and their learning.</p> <p>There is no risk to students with a disability while at school.</p>

			fixtures and fittings increase accessibility.		On-going in response to need.	
Improve the delivery of information to students with a disability	<p>We ensure disabled students receive hand-outs, timetables, worksheets, notices, information about school events.</p> <p>Ensure information is available in an appropriate format which takes account of students' disabilities e.g. in Braille, large print, in simplified language, on audio or video tape, through sign language etc.</p>	Students with a disability have the same opportunity to learn, aspire and achieve as others.	<p>Continue to fund department budgets to ensure these resources are available.</p> <p>Ensure these resources are available through the Q&A of T&L and follow up where not.</p>	<p>MAT</p> <p>T + L Team RHi</p>	<p>Yearly and as required</p> <p>On-going</p>	<p>Teachers and other staff report being able to produce these resources with ease.</p> <p>Students with a disability are engaged and able to participate in lessons fully.</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 approved by the Board of Trustees.

5. Links with other policies

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

- Premises Management Document
- Health and safety policy
- First aid policy
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				