



TRUST IN LEARNING (ACADEMIES)

ACCESSIBILITY PLAN

Approval Date: October 2025	Version: 01	Review: 3 years
Approval By: School Performance Board	Lead: Headteacher	Review date: Autumn 2028
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

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1. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

2. Objectives and Scope

3.1 Under the Equality Act 2010, schools are required to have an Accessibility Plan. The specific aims of the plan are 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.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996;
- Equality Act 2010;
- DfE (2025) Keeping children safe in education (KCSIE);
- SEND Code of Practice 2015'

3.3 This policy will be implemented in conjunction with the following Trust policies:

- SEND Policy;
- Equality Information and Objectives;
- Safeguarding and Child Protection Policy;
- Supporting Pupils with Medical Conditions;
- Health and Safety Policy.

3. Action Plan

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure all pupils, including those with mental or physical disabilities, can access a rich, inclusive curriculum	<ul style="list-style-type: none"> - Bespoke PSHE curriculum designed to meet local contextual needs, with strong focus on emotional wellbeing and mental health - Dedicated ELSA (Emotional Literacy Support Assistant) provision - Emotional Literacy Assessment used to identify needs and track progress - Access to Primary Mental Health Workshops and support from local mental health practitioners - Curriculum designed using Rosenshine's Principles and Walkthrus to ensure clarity, modelling and scaffolded learning for all learners 	LONG TERM Enhance staff confidence and expertise in supporting diverse needs	Provide annual training on adaptive teaching, declarative language, emotional regulation, and assistive technologies	SENDCo / Inclusion Lead	July 2026	100% staff trained and applying inclusive practice across classrooms
		MEDIUM TERM Ensure curriculum materials are fully accessible to all learners, including those with SEND or physical disabilities	Review access arrangements across the school to ensure that any additional needs are being met through physical provision; eg coloured overlays, coloured books etc.	SENDCo / Inclusion Lead	July 2026	All schemes of work show evidence of adaptation for accessibility
		SHORT TERM Strengthen early identification and targeted mental health interventions	Develop structured referral process to ELSA and Primary Mental Health teams; integrate wellbeing tracking into pupil progress meetings	SENDCo / Inclusion Lead	July 2026	Improved emotional wellbeing scores; reduction in emotional-based school avoidance



PHYSICAL ENVIRONMENT Ensure the school site is physically accessible to all.	- Step-free access to all key areas - Ramps and wide doorways for wheelchair users - Accessible toilets and hygiene facilities - Visual signage across school	LONG TERM Maintain ongoing review of facilities	Embed accessibility review in annual Health & Safety inspection	Site Manager	Ongoing	Accessibility remains fully compliant and inclusive
		MEDIUM TERM Further enhance accessibility and inclusivity across the site.	Conduct an accessibility audit with Bristol LA; identify and address areas for improvement (e.g. accessible doors, contrasting signage, hearing loop)	Site Manager	July 2026	Audit completed and actions implemented
		SHORT TERM Support pupils with sensory or physical needs	Review classroom layouts and acoustics for sensory-friendly environments; develop calm spaces in each phase	Site Manager	July 2026	Pupils report increased comfort and accessibility through pupil voice

ACCESS TO INFORMATION Ensure all parents and pupils can access school information easily	- Website and newsletters written in plain English - Availability of printed copies and translation services - Use of visuals and icons in communications - SEND and Wellbeing information prominently displayed online	LONG TERM Improve accessibility of digital and written communications	Review website for compliance with accessibility standards (contrast, alt text, screen-reader compatibility); create Easy Read versions of key policies	Mary Friend	July 2026	Website meets WCAG 2.2 accessibility standards
		MEDIUM TERM Increase awareness among families of mental health and SEND support available	Host termly wellbeing workshops and parent drop-ins focusing on emotional regulation, anxiety and resilience	Karen Cousins	Mar 26	Increased parental engagement; positive feedback from evaluations
		SHORT TERM Pupils with disabilities have full understanding of school processes and information	Visuals and widgets are used to support children with everyday routines and how to ask for help.	SENDCo	Dec 26	Pupils will feel confident in understanding school processes (eg. Everyday routines) and know how to ask for help.