

Ethos College

Accessibility Plan

June 2026

1	Summary	Accessibility Plan			
2	Responsible person	Rebecca Smith			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	N/A			
8	Ratifying committee(s) and date of final approval	Senior Leadership Team			
9	Version Number	1.3			
10	Available on	Every	Y/N	Trust Website Academy Website Staff Portal	Y/N Y/N Y/N
11	Related documents (if applicable)	• Risk Assessment Policy • Health and Safety Policy • Equality Information and objectives (public sector equality duty) statement for publication • Special educational needs (SEN) information • Supporting pupils with medical conditions policy			
12	Disseminated to	All Ethos College staff			
13	Date of implementation (when shared)	June 2026			
14	Date of next formal review	June 2029			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
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25/11/21	1.0	Adapted as Ethos College only	Removed reference to other academies and updated policy template.
12/06/23	1.1	Adapted Action Plan	Changes to actions required in the action plan
15/07/2026	1.2	Policy Review	Re-write of all appendices

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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 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.

Ethos 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.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

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, including advice from the local SEND Assessment and Commissioning Team and Human Resources. It should be used in conjunction with the Equalities Policy, Special Educational Needs Policy and the School Development Plan.

Our Trust's 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 pupil and parental voice, Trustees and the staff team.

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. 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. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

4. Links with other policies

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

- SEND Policy
- SEND Information Report
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour and Relationships Policy
- Educational Visits Policy

Appendix A – Access to the Curriculum

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure all pupils can access a broad and balanced curriculum	Implement adaptive teaching strategies and reasonable adjustments identified through EHCPs, SEND Support Plans and risk assessments	Ongoing	SLT	Pupils make expected progress from starting points
Improve staff understanding of SEND and disability needs	Deliver annual CPD on adaptive teaching, sensory needs, SEMH, communication and assistive technology	Annual	SLT	Staff confidence improved through QA and feedback
Improve access to extra-curricular activities and educational visits	Ensure all visits and enrichment activities are planned with accessibility considered from the outset	Ongoing	Educational Visits Co-ordinator & SLT	All pupils can participate appropriately
Improve identification of barriers to learning	Use pupil voice, parental feedback and SEND reviews to identify barriers and required adjustments	Ongoing	SLT	Barriers identified and removed promptly

Appendix B – Access to the Physical Environment

Objective	Actions	Timescale	Responsibility	Success Criteria
Maintain safe access throughout the site	Complete annual accessibility audit and termly site inspections	Annual	Site Manager / Headteacher	All identified issues addressed promptly
Improve accessibility of classrooms and communal areas	Ensure classrooms are appropriately organised to support mobility and sensory needs	Ongoing	Site Manager / Headteacher	Pupils can move safely and independently
Improve signage and navigation around the school	Review signage to ensure clarity, visibility and accessibility	By July 2027	Site Manager / Headteacher	Users can navigate site independently
Ensure accessibility is considered in future developments	Accessibility needs included in all refurbishment and capital projects	Ongoing	Site Manager / Headteacher	New developments meet accessibility requirements

Appendix C – Access to Information

Objective	Actions	Timescale	Responsibility	Success Criteria
Improve availability of accessible information	Provide information in alternative formats when requested (large print, coloured paper, electronic versions, translated materials)	Ongoing	SBM/SLT	Information available promptly upon request
Improve communication with parents and carers	Ensure key communications are accessible and can be translated where necessary	Ongoing	SLT/Group Leads	Increased parental engagement
Improve website accessibility	Review website against accessibility requirements annually	Annual	SLT/SBM	Website meets statutory accessibility standards
Improve accessibility of meetings and events	Make reasonable adjustments for parents, carers and visitors attending meetings	Ongoing	SLT	Improved participation in school activities