



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

Charnock Hall

Primary Academy

Accessibility Plan

Policy/Procedure management log

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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

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

At Rainbow Forge academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

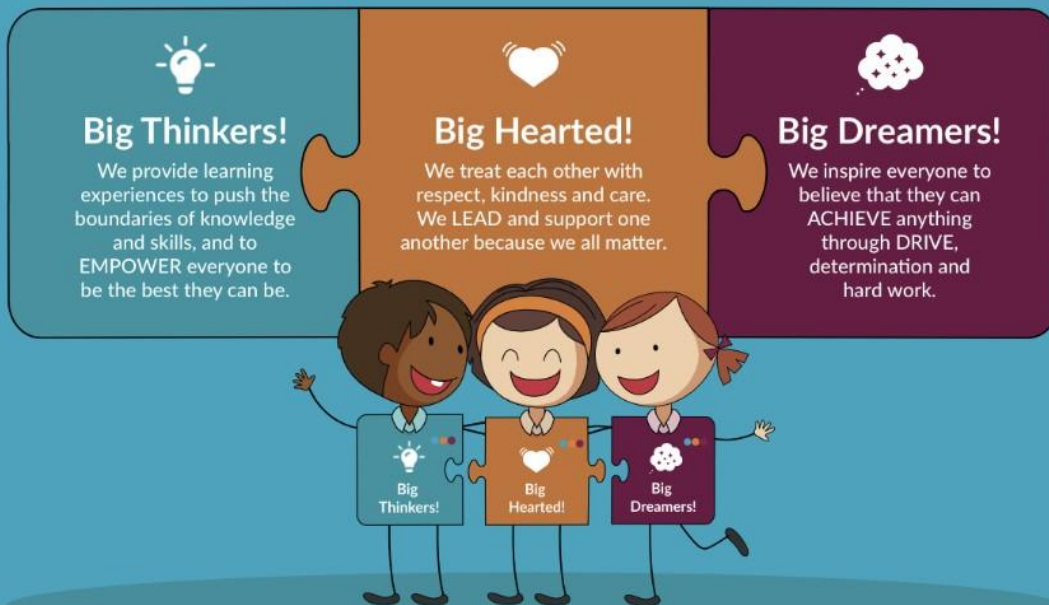
- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

The Charnock Hall Primary Academy Pledge:

We aspire for CHPA to be an outstanding hub of the community, where highly skilled staff nurture, develop and inspire a happy inclusive learning environment, so all pupils are equipped with the academic and social skills for their current and future life long journey, to be the best they can be!



Our Values



The plan will be made available online on the school website, and paper copies are available upon request.

Our academy 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 academy'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.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

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 <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
Aim	Current good practice <i>Include established practice and practice under development</i>	Short term To continually liaise with VI service providers to review provision and previous adjustments made.	As identified by the VI service.	HT with SENDCo & Site Manager	Ongoing	Appropriate resources and adjustments are made following identified need.
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENDCo	Ongoing as updates are required.	Policies reviewed to ensure curriculum meets the needs of all pupils
		To continue close liaison with parents	To promote engagement, collaboration and participation with parents/carers and CHPA	Headteacher, SENDCo & Class Teacher	Ongoing	Engagement and involvement

		Pupil is in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SENDCo, VI teachers	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings. My Plan meetings.	SENDCo, Class teacher	Termly	Termly report indicate progress
		To promote the involvement of disabled students in school life <u>Long Term</u> Review targets and deliver findings to governing body	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies. Evaluate accessibility plan. Modify/adapt accordingly	SENCo/Head teacher Headteacher/Governing Body	Ongoing	Variety of planned activities that reflect the needs of pupils

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Disabled toilets and changing facilities <p>Resources and support linked to previous VI site visit report.</p>	To ensure that the VI pupil is safe and able to be as independent as possible in the CHPA environment.	Ongoing review of pupil needs linked to VI report and ongoing/updated individual needs.	Headteacher, SENDCo, Site Manager	Ongoing	Need requirements are met.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> Use of additional technology in the classroom environment. Large print resources Pictorial or symbolic representations (PECS) Additional 1:1 VI teacher (Sheffield LA outside service). 	To ensure that VI pupil is able to fully access the curriculum (vision not being a barrier to this)	Reviewing need with VI Teacher and Class Teacher.	SEDCO, Class Teacher, VI Teacher	Ongoing	Need requirements met.

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 CHPA Academy Governing Body. At time of writing, David Meadows is the H&S Governor.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 levels but both on ground floor (site on a hill). Stair well between Sports Hall and Dining Hall connects 2 floors.	None – Building work completed Summer 2024	NA	NA
Corridor access	Long corridors across the academy	Ensure these are kept clear of any clutter or possible trip hazards.	All staff	Ongoing
Lifts	NA	NA	NA	NA
Parking bays	Parking Bays in Staff Car Park	Re-marking TBC in Summer holidays 2025– including Disabled bay	ATa	May 2026
Entrances	Various entrances across the academy.	Ensure all remain secure and that access and egress to these remains easy for all site users.	ATa	Ongoing
Ramps	KS2 corridor ramp onto KS2 playground.	Installed August 2023. No further action required. Site Manager to ensure it is maintained well.	ATa	Ongoing.
Toilets	Disabled toilet on KS1 corridor and in Main Reception.	Possible building of additional disabled toilet space on KS2 corridor – in line with wider toilet project within the academy.	PBu	Ongoing
Reception area	Security and ease of access / egress.	Ensure all remain secure and that access and egress to these remains easy for all site users.	ATa	Ongoing

Internal signage	Development of internal signage for site users.	Completed Summer 2025. No further action required	PBu	Replace as required.
Emergency escape routes	All routes clear (internal and external)	Possibility of lockers across the academy for pupil use instead of pegs on corridors.	PBu	Ongoing

Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils 	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>

<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>