

Achieve and Enjoy: Disability Equality Scheme (including Accessibility Plan) 2025-2028

Priority	Inclusion			Success Criteria			
Project Leader	Principal			Inclusion for all pupils			
Activities	Timescale	Personnel	Resources	Impact Milestones	Monitoring	Evaluation	Review
1A: To develop vision and values that inform the accessibility plan: <ul style="list-style-type: none"> - Further develop the vision and values to promote inclusion through discussion with all school staff, parents, and governors. - To consult local disabled groups. 	Autumn 25	SLT	1 x staff meeting/ Principal meeting with SENCo	Vision and values clarify the term 'inclusion' for all pupils (made available on web site)	PRINCIPAL	SENCo Link Gov Termly Mtg/ Report to Govs	
1A: To develop vision and values that inform the accessibility plan: <ul style="list-style-type: none"> - To provide appropriate induction for new staff and ancillary support staff e.g., lunchtime supervisors/ admin staff 	Autumn 25	SENCo/ SLT/ Business Manager/ Principal Meals Supervisor	SENCo to attend annual supervisors' meetings/ Induction Mtgs for new staff	Induction Policy reflects how inclusion/ accessibility is made clear to all new and existing staff	PRINCIPAL	Policy approval by Govs	
1B: To develop data and information to support the accessibility plan: <ul style="list-style-type: none"> - To discuss access to the curriculum/ curriculum needs/ after school clubs with disabled pupils/ pupils with medical needs to inform possible developments - To liaise with pre-school teams and other relevant agencies to plan for pupils who are coming on roll. 	ongoing	SENCo termly monitoring	SENCo monitoring: Termly	SENCo Termly monitoring timetable includes time allocated to discuss needs and strengths with pupils/ possible actions reflected in timetabling	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
1B: To develop data and information to support the accessibility plan: <ul style="list-style-type: none"> - To further develop an audit tool to inform self evaluation for accessibility and disability e.g., Formative and summative assessments and NFER Tracking for groups of pupils/ Pupil Progress 	ongoing	SENCo/ PRINCIPAL	SENCo/ PRINCIPAL/ EP Meeting to adjust self review monitoring formats accordingly	SENCo termly monitoring formats reflect how accessibility is audited and acted upon	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	

1B: To develop data and information to support the accessibility plan: <ul style="list-style-type: none"> - To liaise with multi-agencies/ similar settings to ensure that pupils with medical and physical disabilities have appropriate contact with other like children 	ongoing	SENCo	SENCo release time to arrange contact/ multi agency links	Pupils with medical needs/ physical disabilities have regular, planned contact with other like children (reflected in their individual profiles- central files kept by SENCo)	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
2A: To provide an inclusive curriculum for all that includes access to national curriculum swimming for disabled pupils and pupils with medical needs.	ongoing	SENCo/ PRINCIPAL	PRINCIPAL to arrange appropriate transport/ swimming instruction for pupils.	Appropriate transport is provided/ Additional swimming instructor provision purchased (annually)	PRINCIPAL	PRINCIPAL report to H&S committee/ SENCo termly report to Link Gov/ Curriculum Committee	
1C: To consult disabled pupils/ parents of disabled pupils/ pupils with medical needs to support additional access to the curriculum.	Spring 26	SENCo	Termly meeting with parents/ pupils to discuss needs	SIP/ Accessibility plan is adjusted, or an addendum is created to reflect pupil needs (ongoing)/ evidence of meetings	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
2A: To improve the extent to which pupils can participate in the school curriculum <ul style="list-style-type: none"> - Ensure appropriate deployment of staff to support PE. - To develop monitoring systems to assess how well LS are informed to continue lessons even when pupils are withdrawn to tend to specific needs. - To investigate alternatives for non-ambulant pupils to participate in Sports Days. - Involve EP/ SENCo/ Class Teachers in briefings related to the specific needs of such pupils as required. - Ongoing collaborative information and practice sharing with SENAT, Sp and Language, Physio, inclusion team etc. 	ongoing	SENCo/ PRINCIPAL/Foundation Curriculum Lead	SENCo to liaise with appropriate bodies as required to support pupils on an ongoing basis (as required) SENCo to provide opportunities for reflective practice SENCo to arrange for teachers to be involved in all briefings with SEN specialists	Pupils with disabilities/medical needs have full access and participation to the curriculum Alternative, appropriate provision is made for pupils with medical/ disabilities to access curriculum LS timed withdrawal of pupils from lessons for specific needs is used to continue lessons as appropriate All teachers are involved in briefing as required.	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	

2B: To improve the physical environment of the school to increase the extent in which disabled pupils can access the curriculum <ul style="list-style-type: none"> - Ramps for ALL exit and entry points around the school - Consider class size prior to location to ensure disabled pupils can move freely around classrooms. - To monitor the use of the playground by disabled pupils to ensure that the provision is satisfactory (accident monitoring) - 2 x disabled car parking spaces on academy car park. 	Summer 26	PRINCIPAL/ H&S Supervisor/ SLT/ Premises Manager	Cost TBA for physical changes 1x SLT meeting annually to discuss class sizes Annual accident monitoring (H&S Supervisor)	Ramps are present for all entry and access points Classes are allocated on an annual basis to reflect the needs of pupils who are disabled Disabled access to main reception area is demarcated 2 x disabled car parking spaces created (Academy Car Park)	PRINCIPAL	PRINCIPAL Report to H&S Committee/ Full Govs	
	Ongoing						
	Ongoing						
	Summer 27						
2C: To improve the delivery of information that is provided in writing for pupils who are not disabled: <ul style="list-style-type: none"> - Monitor differentiation to ensure that it meets the needs of all pupils. - To set up a system of information sharing between classes / SLT and hold annual transition meetings inc. involvement of SENCo as required, particularly Secondary school transition/transfer - To develop staff training needs as identified e.g., SEN Disability Discrimination Act Training. 	ongoing	PRINCIPAL/ SLT	Termly self-evaluation	Self Evaluation indicates effective use of systems Differentiation appropriate for all Staff training completed: SEN Disability Discrimination Act 2001 Disability Discrimination Act 2005	PRINCIPAL/Curriculum Coordinators	Curriculum Coordinator's Termly Reports to Govs/ SENCo Link Gov Mtg	

3A: To develop effective management, coordination, and implementation of the accessibility plan: <ul style="list-style-type: none"> - Plan together with multi-agencies to support identified pupils e.g., LACE/PEP Team. - Develop all new policies to develop inclusive practices. - To recruit staff to support pupils with specific needs as a method of providing a contingency plan for staff absence. - To update the Governing Body on the Accessibility Plan yearly. 	Ongoing	PRINCIPAL/ Curriculum Coordinators	SENCo release time/ Coordinator directed time	<p>All new policies and guidelines reflect the vision and values of accessibility/ inclusion</p> <p>Accessibility Plan completed and presented to Govs.</p> <p>LS staff are recruited to support pupils with disabilities/ medical needs as new posts arise.</p> <p>Multi-agency meetings are used to support pupils</p>	PRINCIPAL	Full Governing Body	
3B: To update the Accessibility Plan on a three-year cycle by: <ul style="list-style-type: none"> - Making it available to parents to read (at appropriate text size) - Provide links to the document on the school website. - Make additional copies available to parents/ other stakeholders on request from the academy office. 	Annual Yearly review of Website	PRINCIPAL/ Office Manager/ IT Technician	-	Web site links to accessibility plan	PRINCIPAL	Full Governing Body	

4. Promoting Equality <ul style="list-style-type: none"> – Update Race Equality Policy to include disability discrimination. – Update Equal Opportunities Policy to cross reference to DES/ DDA. – Update Anti- Bullying Policy to cross reference to DES/DDA. – Academy Council to become a voice for disabled pupils in school to actively participate in change (including re-launch of Suggestion Box for all) – Purchase additional resources e.g., PSHE/ Library etc to promote positive images of disabled children/ young people and adults for curriculum delivery. 	Summer 26	PRINCIPAL/ SENCo		ALL policies comply with DDA and refer to DES	Curriculum Committee	Full Governing Body	
	Autumn 26			Academy Council is representative of disabled population voice			
	Annually						

6. Eliminating Discrimination and Harassment <ul style="list-style-type: none"> - Buddy System (to support in reducing incidents of conflict in and around the school) - Train Buddy's to be mindful of the issues surrounding disability and how this can lead to discrimination, bullying and harassment. - Involve Academy Council in review of Anti-Bullying Policy (to include eliminating discrimination and harassment of disabled children) - Review Equality Policy to include eliminating discrimination and harassment in relation to staff. - Review Employment Equality Policy with staffing committee. - Continue to monitor recruitment process using Sandwell Appointments Monitoring Summary Forms (P7) - Appoint a TLR3 to be a Senior Mental Health Lead 	Annually	LM	Directed Time	Buddy System in Place and reviewed	Curriculum Committee	Full Govs.	
		LM		Discrimination Training Complete	PRINCIPAL		
		Assistant Principal		Policy Reviews to Governors	Curriculum Committee		
		SLT		Minutes from Meeting reflect review	Staffing Committee		
		PRINCIPAL		P7 Forms completed for ALL appointments	PRINCIPAL	LA	
	Autumn 25	Principal	DfE approved training	Staff Meeting. Report to Governors on activities and initiatives undertaken	SLT	Report to FGB and B&S Committee	
8. Taking Steps to Meet Needs, More Favourable Treatment <ul style="list-style-type: none"> - Review all documentation for children with medical needs including development of specific Medical/Learning/Care Plans where appropriate. - Ensure equality of access to academy trips for all through providing appropriate transport for disabled pupils, staff, and volunteers. 	Medical Plans - ongoing	First Aiders/ SENCo (Policy Review)	Directed Time	Medical Needs Policy and Plans in place.	H&S Officer/ SENCo	PRINCIPAL/ SEN Gov.	
		SLT		School trips are inclusive and provide for disabled staff, pupils, and visitors	SLT	PRINCIPAL Report to Govs.	

Report to Governors with Principal's Report on a termly basis

Key to acronyms:

PRINCIPAL = Head Teacher

MAC = Multi-Agency Centre

PSE = Personal Social Education

LEA = Local Education Authority

TRIAD = Three school support project

SIP = School Improvement Plan

EP = Education Psychologist

LS = Learning Support

LACE = Looked After Children In Education

IT = Information Technology

SENCo = Special Educational Needs Coordinator

SLT = Senior Leadership Team

H&S = Health and Safety