

Reach Academy Feltham

Accessibility Plan

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<p>Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose is to increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment of the school to enable disabled persons to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled pupils.</p>	

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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; and
- Improve the availability of accessible information to disabled students.

Definition of disability

Our school 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 plan outlined in section 6 here will be made available online on the school website, and paper copies are available upon request.

Our school 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 school'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 students, families, 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](#), '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. 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 Local Governing Body.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions



5. 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	Success criteria
Increase and maintain access to the curriculum for students with a disability	<p>Wherever possible and reasonable classrooms are organised for students with SEN or a disability</p> <p>Understanding and planning for additional time requirements</p> <p>Our school offers the use of centralised booklets which outlines the core knowledge that</p>	<p>The environment is regularly audited to reduce all barriers to learning, achievement and full participation.</p> <p>Students are able to gain access to all resources and stimuli which they need to order to reach their full potential</p>	<p>Ongoing risk assessments to ensure that all children including children with physical disabilities can access trips and staff are fully briefed with regards to children with SEND.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Review PE curriculum to ensure PE is</p>	<p>Students are happy and fully engaged in their learning and making good or accelerated progress.</p> <p>Classrooms optimally organised for students. Class seating plans in all subjects.</p> <p>All students are able to access all school trips and take part in a range of extra-curricular activities.</p>

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	<p>students require to access the curriculum. We use resources tailored to the needs of students who require support to access the curriculum.</p> <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 needs.</p>		<p>accessible to all students Where students require reasonable adjustments to be made for their exams, they are provided in line with JCQ's Exam Access Arrangements policy.</p>	<p>PE curriculum to include disability sports.</p> <p>All students have access to PE and are able to excel, for example via support from an adult.</p> <p>Individual Health Care Plans are in place to support students with specific ongoing underlying medical health issues, these are reviewed as appropriate.</p>

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>The Leadership Team regularly monitors the delivery of the curriculum via learning walks which are undertaken on a lesson by lesson basis. CPD is focused on the delivery of the curriculum to guarantee that all of our students are exposed to the curriculum.</p>			

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	<p>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of EpiPens.</p> <p>Increased staffing in some subject areas to allow smaller classes.</p>			
Improve and maintain access to the physical environment	The environment is adapted to the needs of students wherever possible and reasonable.	Signs are clear and understandable for students with visual impairment. Fire wardens trained to ensure a full evacuation across the building and would assist any individuals	Ensure size and colour of signage is suitable. Consider suitable placing of signs.	<p>Visually impaired students are able to read and follow instructions on signage.</p> <p>Modifications are made to the school building to improve access.</p>

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
	<p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Specialist equipment in science rooms at wheelchair-accessible height. 	<p>who have not heard the sounders for the alarm.</p>	<p>Signs clear and updated as required. Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective.</p>	<p>PEEPs are prepared and reviewed as individual needs change.</p>
Improve the delivery of information to	Our school uses a range of communication	All staff receive appropriate training from external services	Review all current school publications and promote the	All 'at risk' groups broadly making the same progress as all other students.

Aim	Current good practice	Objectives	Actions to be taken	Success criteria
student with a disability	<p>methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Induction loops • Pictorial or symbolic representations <p>Coloured paper and dyslexic friendly fonts</p> <p>Examination papers are modified. Resource material is modified.</p>	<p>All staff have access to student SEN profiles and SEN Support Plans which document student needs and how staff can assist. Extra training is readily available upon request.</p> <p>Entire school community can access all school communication and events.</p>	<p>availability in different formats for those that require it. Offer a telephone call to explain letters home for some families who need this.</p> <p>Arrange interpreters to communicate with families with a hearing impairment</p>	<p>Sustained and rapid progress made in all areas including literacy and numeracy. All families attend families evenings/other key school events.</p>



Aim	Current good practice	Objectives	Actions to be taken	Success criteria
Make sure disabled families have every opportunity to be involved	<p>School brochures, school newsletters and other information are available for families in alternative formats, if required.</p> <p>Disabled parking spaces for disabled/designated are utilised to drop off and collect children.</p> <p>Readability level for families with a learning difficulty</p>	Adopt a more proactive approach to identifying the access requirements of disabled families.		

