



# Accessibility Plan

Smawthorne Henry Moore Academy  
Accomplish Multi-Academy Trust



Policy Name	Accessibility Plan	
Policy Owner	Accomplish MAT	
Version Reference	Version 1	
Approved by	SENCO	
Effective Date	September 2025	
Review Date	September 2026	

## 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

Smawthorne Henry Moore 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 Smawthorne Henry Moore Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Smawthorne Henry Moore Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our academy strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children: We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, religion or belief
- sex, sexual orientation.

Our accessibility plans are designed to:

- Ensure the curriculum is constantly evolving and meeting the needs of all pupils.
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage.

With these aims in mind, we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

The plan 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.

The school supports any available partnerships to develop and implement the plan including WISENDSS (Wakefield Inclusion and SEND Support Service) and SENART (Special Education Needs Assessment and Review Team).

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 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 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.

## 3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

The Academy also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

#### 4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

#### Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
  - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
  - All departments to ensure that schemes of work have clear differentiation included
  - SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
  - Risk assessment and planning of trips to include accessibility references
  - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

#### Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
  - Provide more designated disabled parking spaces
  - Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access
2. Lighting
  - Provide adequate lighting in all areas of the school environment
3. Toilets
  - To have sufficient disabled toilets available along with appropriate hand washing facilities.
4. Lifts
  - Lifts to be provided in all new buildings

### **Strategy 3**

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice and should be adapted to suit your school’s context.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Monitored by
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p>	<ul style="list-style-type: none"> <li>• Ensure the curriculum is fully accessible to all learners</li> <li>• Consider needs of specific pupils, both for school and off-site activities.</li> <li>• Raise awareness of disability equality via o Staff meetings. o PSHE lessons. o Assemblies.</li> <li>• Improve differentiation in the classroom</li> <li>• Continuing to support language rich environments to heighten communication and language development in classrooms</li> </ul>	Updating resources where needed to reflect diversity	SLT SEN/Inclusion Team Disability Rights Commission	On-going	Head Teacher SLT Inclusion Lead Teachers

	<p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• Introduce Makaton signed environment in Reception and through school</li> <li>• Work collaboratively to diagnose and action further improvements</li> <li>• Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.</li> <li>• Analysing extra-curricular provision to ensure participation for children with SEND.</li> <li>• Improve SEN Pupil Voice</li> <li>• To improve explicit tracking of SEN achievement and feeding back to teachers</li> </ul>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ol style="list-style-type: none"> <li>5. Ramps</li> <li>6. Elevators/lifts</li> <li>7. Corridor width</li> <li>8. Disabled parking bays</li> </ol>	<p>Ensure care plans are in place to support all pupils with mobility difficulties.</p> <ul style="list-style-type: none"> <li>• Additional support in the lunch hall for children with additional needs around food.</li> <li>• Put in place individual risk assessments for pupils with a high level of need.</li> </ul>	<p>Accessibility and Care Plan Planning time for SENCO</p>	<p>SLT Parents Disability Rights Commission Inclusion Team</p>	<p>On-going</p>	<p>Governors Head Teacher SLT</p>

	<p>9. Disabled toilets and changing facilities</p> <p>10. Tables with adjustable height available in school for lesson times</p>	<ul style="list-style-type: none"> <li>• Provision of low level nappy changing mats in Reception classroom and disabled toilet.</li> <li>• Highlighting accessibility to staff purchasing decisions and refurbishment.</li> <li>• Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary.</li> </ul>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Makaton</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Objects of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Makaton is visible around school used by both staff and peers</li> <li>• Share the long-term plan for a sign of the week</li> </ul>	<p>SENDco to share plans</p> <p>Ensure new staff have awareness of the signs</p>	SENDco	On going	Head teacher SENDCo
<p>Ensure that all school trips &amp; residential visits are accessible for pupils with learning or</p>	<p>Thorough planning. Advance visits.</p> <ul style="list-style-type: none"> <li>• Risk assessments.</li> </ul>	<p>Educational Visits Leader</p> <p>Visit leaders planning time for risk assessments</p>	<p>Leaders planning time for risk assessments</p>	<p>Trip lead</p> <p>School visits co Ordinator</p> <p>Class teacher</p> <p>Head teacher</p> <p>SENDco</p>	<p>Reviewed January 2022 then On-going</p>	<p>Head Teacher</p> <p>School Visits Co ordinator.</p> <p>Trip leaders.</p> <p>Feedback from pupils</p>

physical disabilities.						
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## 6. Monitoring arrangements

This document will be reviewed every Year but may be reviewed and updated more frequently if necessary.

It will be approved by [the governing board/ Richard Billings/ Sophie Dixon].

## 7. 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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- 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	School has two levels with ramps and steps to access each section of the school	Ensure lift is working at the front of school to avoid individuals being pushed up the outside slope	Head teacher SENDco Premises manager	

Corridor access	Corridors are of a good width for pupils in wheelchairs/walkers should they be needed by pupils		Head teacher SENDco Premises manager	
Lifts	Two lifts on site Only one has been in use	Needs mending after a pupil damaged it	Head teacher SENDco Premises manager	
Parking bays	3 Disabled parking bays out the front of school with gates	May require repaint	Head teacher SENDco Premises manager	
Entrances	All doors can be opened double doors to allow pupils with wheelchairs, walkers or other equipment	Make sure all finger guards are secure	Head teacher SENDco Premises manager	
Ramps	All bar one entrance has a ramp or flat entrance- EYFS has steps and a ramp on each side		Head teacher SENDco Premises manager	
Toilets	3 x SEND toilets on site Entrance LKS2 corridor UKS2 corridor 1 x changing bed		Head teacher SENDco Premises manager	
Reception area	Open and wide for wheelchair access, sign in board low, reception window low, bell low		Head teacher SENDco Premises manager	
Internal signage			Head teacher SENDco Premises manager	
Emergency escape routes	PEEP are in place for pupil in wheelchair on site- risk assessments are in place for pupils		Head teacher SENDco Premises manager	

	who may require additional support medically or emotionally.			
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