

ACET Accessibility Plan

Shirebrook Academy

DATE: May 2026
POLICY LEAD: Executive Principal for SEND and Inclusion
APPROVED BY: Trustees

DOCUMENT CONTROL		
Policy Level	Trust Template	
Approved By	Trustees	
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice.		
Policy Lead / Author	Executive Principal for SEND and Inclusion / K. Wright	
Version Number	Date Issued	Updated Information
Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you		
V1	May 26	Complete re-write

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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/students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils/students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils/students.

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

The plan will be made available online on the academy 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 academy 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 pupils/students, 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](#), '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/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils/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, however, may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Board and Senior Leadership Team.

4. Links with other policies

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

- Trust Health and Safety Policy
- Trust Equality and Diversity Policy
- Academy Special educational needs (SEN) information report
- Trust Supporting Children with Medical Conditions Policy

5. Shirebrook Academy Action Plan

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

Aim	Current best practice (include established practice and practice under development)	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils/students with a disability	The academy offers an inclusive curriculum for all pupils, with resources and teaching strategies tailored to the needs of pupils who require support to access learning. Curriculum resources include examples of people with disabilities. Progress is tracked for all pupils, including those with a disability, and targets are set effectively and appropriately for pupils with additional needs. Staff training on supporting pupils with SEND is delivered regularly.	To ensure all teaching staff have clearly identified, evidence-informed strategies for adapting the curriculum for pupils with disabilities, reflected in Grids for Learning/IHCPs/support plans.	Review the SEND register and Grids for Learning at the start of each term; provide CPDL for staff on inclusion by design within the curriculum and reasonable adjustments; audit curriculum resources for inclusive representation; baseline-assess pupils with disabilities on entry to the school.	SENDCo/ Assistant SENDCo	Ongoing - reviewed termly	Grids for Learning are in place and up to date for all pupils with disabilities; staff demonstrate understanding of agreed strategies; pupil progress data shows comparable outcomes to peers.
Improve and maintain access to the physical environment	The academy continually assesses the accessibility of its site and buildings and implements reasonable adjustments as	To ensure the physical environment is adapted to the needs of pupils, staff and visitors with disabilities, including corridor width, disabled parking bays,	Conduct a site accessibility audit annually; complete an individual risk assessment and access plan for any student	Site/Facilities Manager and SENDCo	Reviewed annually, and as required when a student's needs are identified	Students and visitors with disabilities can safely and independently access and move around the site;

	required, including accessible parking, ramps and lift access where applicable (see Appendix 1: Accessibility audit).	accessible toilets and changing facilities, and furniture suited to individual needs (e.g. adjustable-height desks).	joining the academy with a physical disability, in consultation with the student, parents/carers and relevant external agencies; address identified hazards (e.g. trip hazards, stairways) as a priority.			audit actions are completed within agreed timescales.
Improve the delivery of the information to students with a disability	The academy uses a range of communication methods to ensure information is accessible to students and parents/carers, including internal signage, large-print resources and induction loops where required.	To ensure all information provided to students and families can be fully accessed, including through alternative formats (large print, audio, digital) and assistive technology where needed.	Identify and agree appropriate formats and technology (e.g. text-to-speech, screen readers) with students/parents on entry or when a need is identified; brief all relevant staff; review seating plans and lesson materials for accessibility; hold detailed care/access plans at reception and review these annually with parents.	SENDCo / Assistant SENDCo and class/subject teachers	Ongoing – reviewed at point of need and annually	Students with disabilities can access all information issued to their peer group; care/access plans are current and known to relevant staff.
Offer additional support to meet the needs of	The academy recognises that some students have caring responsibilities at home, and that some	To ensure the academy is accessible and welcoming to parents/carers with disabilities and/or	Offer flexible appointment times and, where needed, home visits for parents'	Pastoral and Learning Leads/ SENDCo	Ongoing	Parents/carers with disabilities or illness report that they can engage fully with the

young carers and the families of students with disabilities	parents/carers may have a disability or illness. We aim to remove barriers to communication and participation in school life for these families.	illness, and that communication with families is not dependent on the young carer.	evenings and other meetings; ensure key communications are available in accessible formats; identify young carers and their families through pastoral systems and signpost them to support.			school; young carers and their families are identified and appropriately supported.
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6. Appendix 1: Accessibility audit

Feature	Description	Action To Be Taken	Person Responsible	Date to complete actions by
Number of storeys	Three-storey building with lift access between floors.	Confirm lift servicing schedule is current and signage directing users to the lift is clear and visible.	Site Manager	Annually, as part of the site accessibility audit
Corridor access	Corridors are sufficiently wide to accommodate wheelchair users, with some narrower points near stairwells and high-traffic areas.	Review identified pinch points and mark clear, step-free routes through the building.	Site Manager	Next site audit
Lifts	One passenger lift serving all floors, in regular use and serviced annually.	Continue annual servicing and test the lift alarm/call system; ensure evacuation procedures account for lift failure.	Site Manager	Annually
Parking bays	Designated disabled parking bays are located close to the main entrance.	Review the number and location of disabled parking bays against current demand.	Site Manager	Annually
Entrances	The main entrance is step-free with automatic doors.	None	Site Manager	Check of entrance area - termly

Toilets	Accessible toilet and changing facilities are available, including provision for pupils with complex needs.	Audit facilities against current student and staff needs, including changing provision where required.	SENDCo/Site Manager	Annually
Emergency Escape Routes	Personal Emergency Evacuation Plans (PEEPs) are in place for pupils and staff with mobility or sensory needs; an evacuation chair is available on site.	Review and update PEEPs each term and following any new admission or change in need; check evacuation equipment is in working order.	SENDCo/Site Manager	Termly