



Accessibility Plan

March 2025-2028

Stewards Academy

Part of the Passmores Co-operative Learning Community

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	12
5. Links with other policies.....	12
6. Appendix	13

This document was approved by the LGB on the 21st May 2025 and will be reviewed every three years

1. Aims

In accordance with the Equality Act 2010, all schools are required to have an Accessibility Plan. The purpose of this plan is to:

- Increase the participation of disabled pupils in the curriculum
- Improve the physical environment to enhance access to education, facilities, and services
- Improve the availability of accessible information for disabled pupils

At Stewards Academy, we are committed to treating all pupils with fairness and respect. We strive to provide equal access and opportunities for every student, free from discrimination.

We are proud to be a safe, inclusive, and values-driven school. Our core values help nurture confident, happy pupils who act with integrity and approach challenges with a positive, resilient mindset.

OUR VALUES:

Excellence with Integrity; Success with Soul

OUR AIMS:

Stewards Academy is committed to fostering a respectful, inclusive, and supportive environment for all.

- We value and respect the diverse views, beliefs, cultures, and religions of individuals within our school and the wider community.
- We actively promote equality, inclusion, and responsible citizenship, encouraging every child to reach their full potential.
- We work collaboratively with parents, carers, pupils, staff, governors, and the local community to maintain strong relationships and ensure a positive, unified school culture.

Our curriculum is designed to be engaging, inclusive, and accessible to all, offering stimulating learning experiences that are relevant and enriching. We aim to create an environment where children can develop curiosity, independence, and a love of learning—one that is caring, safe, intellectually and emotionally supportive.

Excellence with Integrity; Success with Soul

Pupils are encouraged to respect the rights of others, strive for success, pursue excellence, and grow into lifelong learners.

Our vision and values reflect our commitment to every pupil and parent at Stewards Academy. We firmly believe that every child matters and are dedicated to providing high-quality education that prepares students for their future.

This Accessibility Plan is available on our school website, with paper copies available upon request. We are committed to staff training on equality issues, including those related to the Equality Act 2010 and disability awareness.

Stewards Academy supports and works within all available partnerships to implement and enhance the plan. As a member of the PCLC, we follow the trust's policies on equality and inclusion.

Our Accessibility Plan has been developed with input from a range of stakeholders, including staff and governors. Concerns about accessibility are addressed through our established school complaints procedure, which outlines how issues can be raised and resolved.

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.

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	Target	Strategy	Outcome	Person responsible	Time frame	Achievement
To ensure that Stewards Academy complies with the Equality Act 2010	To remove or reduce barriers to learning and ensure that all pupils, including those with disabilities, can fully access the curriculum and participate in every aspect of school life.	To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies clearly reflect inclusive practice and procedure	Head teacher Governor	Autumn term – reviewed throughout the year	Documentation reviewed and changes made if necessary.
To ensure that the curriculum is accessible on point of entry.	Early identification of pupils who might need additional to or different provision for the September intake.	To liaise with primary schools earlier and more frequently to review potential intake for September	Transition for children from primary school is smooth with adequate and appropriate resources and provision	Assistant Headteacher SEND and Inclusion Senior Teacher responsible for transition SENCo	Summer term.	Engagement in the curriculum and progress gaps identified and closed.

Increase access to the curriculum for pupils with a disability	<p>The full curriculum is accessible to all pupils, regardless of disability. When an activity is unsuitable or inaccessible, appropriate alternatives are provided.</p> <p>Curriculum planning includes reasonable adjustments to ensure equal opportunities for all learners.</p>	<p>Curriculum planning by subject leads is reviewed.</p> <p>Purchase resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Resources to include examples of people with disabilities.</p> <p>Progress of disabled students is monitored and used to inform future planning.</p> <p>Specialist teacher and EP advice sought where appropriate.</p>	<p>All subjects fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>	<p>Assistant Headteacher SEND and Inclusion</p>	<p>On going</p>	<p>Increased engagement in lessons.</p>
	<p>CPD and specific training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.</p>	<p>Survey of staff training requirements to ensure a bespoke training program.</p> <p>Guest speakers, school nurse, EP etc. to deliver INSET.</p> <p>SENCO cluster group meetings to share best practice.</p> <p>CPD linked to PMR cycle/targets.</p>	<p>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>Pupil progress meetings.</p> <p>Planning reviews.</p> <p>Book dips.</p> <p>Learning walks.</p> <p>One Plans.</p>	<p>Assistant Headteacher SEND and Inclusion</p>	<p>On going</p>	<p>Increased access to an appropriate curriculum for all pupils.</p>

<p>We offer a range of extracurricular activities that are inclusive of all pupils. Every effort is made to ensure all students can participate, with reasonable adjustments provided where needed.</p>	<p>Review all out of school provision to ensure compliance with legislation.</p> <p>Review school's visits policy and investigate more accessible venues and transport providers.</p> <p>Risk assessments.</p> <p>LGB monitoring visits.</p> <p>Carry out a confidential questionnaire acquiring information on children, parents/guardians access needs to ensure they are met in all events</p>	<p>All out of school activities will be conducted in an inclusive environment.</p>	<p>Assistant Headteacher SEND and Inclusion</p>	<p>On going</p>	<p>Increase in access to all school activities such as trips out, residential visits, extended schools' activities and sporting events for all.</p>
<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Soft skills are also tracked and monitored.</p>	<p>Staff training on 4matrix.</p> <p>Half termly progress meetings.</p> <p>One plan meetings.</p> <p>Parental consultations.</p> <p>SEN assessments e.g. YARC, Sandwell etc</p>	<p>All pupils including those with a disability are making expected progress across a full range of subjects.</p>	<p>Head teacher Assistant Headteacher SEND and Inclusion SENCO</p>	<p>On going</p>	<p>All pupils are supported to meet their full potential.</p>
<p>To ensure classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Review and implement a preferred layout of furniture and equipment to support</p>	<p>Lessons start on time without the need to make adjustments to accommodate the</p>	<p>Classroom teacher SENCO</p>	<p>On going</p>	<p>More time available for pupils to participate in curriculum activities.</p>

		<p>the learning process on an individual class basis.</p> <p>To use specialist teachers, OT and other reports when changing the layout of the room.</p> <p>Review the types of specialist equipment required e.g. writing slope, pencil grips, laptop.</p>	<p>needs of individual pupils.</p> <p>Specialist equipment is stored in the classrooms as required – storage is accessible to pupil.</p>			<p>Pupils feel included in the lesson.</p>
	<p>To deploy co-educators effectively to support pupils' participation.</p>	<p>Review needs of pupils within in class and staff accordingly.</p> <p>Co-educator observations and feedback.</p> <p>Ensure staff skills are matched to pupils needs.</p> <p>Staff training.</p> <p>Learning walks to monitor teaching assistant deployment.</p> <p>Teachers planning to show differentiation and identifies co-educator support.</p> <p>Review one plan interventions.</p>	<p>Pupils' needs are appropriately met through effective deployment of skilled support staff.</p>	<p>Head teacher</p> <p>SENCO</p> <p>Class teacher</p>	<p>On going</p>	<p>All pupils are supported to achieve their full potential.</p>

	Training for Governors in terms of raising Awareness of Disability Issues.	Trust wide training. School based training.	The whole school community are aware of issues relating to access.	Head teacher Assistant Headteacher SEND and Inclusion	On going	The local community will benefit from an inclusive school and social environment.
	To deliver findings to the Local Governing Board	Governor training Governor meetings Governor monitoring visits	Governor fully informed about SEN provision and progress	Head teacher Assistant Headteacher SEND and Inclusion	Governor meetings	Governors are empowered to challenge leaders about SEN pupil progress.
Improve and maintain access to the physical environment.	<p>We are committed to maintaining a safe and accessible school environment. The site, including driveways, roads, and pathways, is regularly assessed to ensure safety for all users. Where needed, adaptations are made to meet the specific needs of pupils. Current features include:</p> <ul style="list-style-type: none"> • Ramps for step-free access • Wide corridors to accommodate mobility aids • Designated disabled parking bays 	<ul style="list-style-type: none"> • Pedestrian access is reviewed annually to ensure safety, including the installation of railings to separate pedestrian areas from vehicle traffic. • A designated parking space is provided for parents of disabled children. • The accessibility of the car park for wheelchair users is regularly assessed. • Pathway conditions—including levels, gradients, cambers, and drainage—are routinely 	<p>Site is accessible for all groups of learners Signs replaced and updated on a rolling program. Signs to use bright and contrasting colours so they stand out for pupils – reference made to specialist teaching reports. Staff to be aware of mobility and H&S issues.</p>	Head teacher Site staff Fire wardens SENCo Class teacher	On going	The local community will benefit from an inclusive school and social environment.

	<ul style="list-style-type: none"> • Accessible toilets and changing facilities • Library shelving positioned at wheelchair-accessible heights • Sufficient external lighting for safety and visibility • Future planning includes enhancing accessible toilet facilities as the need arises 	<p>reviewed to ensure safe mobility..</p> <ul style="list-style-type: none"> • The school site is regularly inspected to identify and remove trip hazards. • Fire exit routes are kept clear at all times; fire wardens collaborate with teachers and the SENCO to ensure safe evacuation procedures. • Signage and visual/auditory aids are being enhanced to support pupils with visual or hearing impairments. • Specialist mobility equipment (e.g. walking aids) is safely stored, and staff receive training from Occupational Therapists on proper use. • We maintain open communication with parents through letters, newsletters, the school website, and direct contact with staff. 				
	Availability of written material in alternative formats.	The school will make itself aware of the services available from Essex for	The school will be able to provide written information in	All staff	When required	Delivery of information to

<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"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>There is a visually stimulating environment for all children. There are colourful, lively displays in classrooms and inviting areas.</p> <p>Individualised teaching strategies used for all children who require it (ASC, ADHD)</p>	<p>converting written information into different formats – staff to refer to the Essex Provision Guidance.</p> <p>Audit the school library to ensure the availability of large font and easy-read texts will improve access.</p>	<p>different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours.</p>			<p>disabled pupils and parents improved.</p>
	<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p>	<p>All school information available for all through hard copy and website.</p>	<p>Office staff</p>	<p>When required</p>	<p>Delivery of school information to parents and the local community improved.</p>
	<p>Review documentation with a view of ensuring accessibility for pupils with a visual impairment – refer to specialist teacher reports.</p>	<p>Seek advice on alternative formats and use of IT software to produce customized materials</p>	<p>All school information available for all through hard copy and website.</p>	<p>Office staff SENCo Class teacher</p>	<p>When required</p>	<p>Delivery of school information to pupils and parents with visual difficulties improved.</p>
	<p>Raise the awareness of adults working at and for the school on the importance of using a range of communication systems according to individual need.</p>	<p>Training on a range of issues such as functional use of language and managing SALT plans.</p> <p>Other training as required e.g. phonics, ELKAN.</p>	<p>Awareness of target group raised.</p>	<p>SENCo SLT Class teacher Co-educators</p>	<p>When required</p>	<p>School is more effective in meeting the needs of students. Progress is made against one plans.</p>

	<p>To review children's records ensuring schools awareness of any disabilities</p>	<p>Information collected about new children.</p> <p>Annual reviews</p> <p>SEN Support Plan meetings</p> <p>Medical forms updated annually for all children</p> <p>Personal Health Plans</p> <p>Significant Health Problems – children's photos displayed in the medical room</p>	<p>Awareness of target group raised.</p>	<p>SENCo</p> <p>1:1</p> <p>Classroom teacher</p>	<p>Termly</p>	<p>All staff are aware of the pupils with disabilities in their classrooms.</p> <p>Effective communication of information about disabilities throughout school</p>
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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 the local governing body

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policies

Appendix

Role	Designated Person
Member of SLT overseeing students with medical needs and students with SEND	Amanda Atkinson
Member of staff responsible for students with medical needs.	Becky Laver
Assistant Headteacher SEND and Inclusion	Anna Myatt
Designated staff member with safeguarding responsibility	Gareth Myatt
SEND link governor	Ruth Bolwerk