



Accessibility Plan

Date: June 2025

Approved by:	Premises Committee	Date: 11 th June 2025
Signed (on behalf of the Board of Trustees):	Susanne Kiff	
Signed (on behalf of the Trust):	Beth Carter	
Last reviewed:	June 2025	
Next review due by:	June 2028	

Please be aware that this document has been checked for accessibility and that there are tables within it that screen readers might read in an unexpected order. You can use the tab key or the 'read next paragraph button' to navigate through table cells one at a time to improve this.

This document has been set to download in 'accessibility mode' and therefore a read aloud function is available at the top of the page. If this is not the case, then the 'review' tab should be selected at the top of the page so that the read aloud function can be accessed.

This policy sets out our approach to accessibility for **TEAM Multi-Academy Trust**.
 Section 7 sets out the accessibility action plan for Pilton Infants Academy and Pilton Bluecoat C of E Academy.

including the Disability Discrimination Act 1995.

1. Introduction

The Equality Act 2010 replaced all existing equality legislation,

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better

- advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

The Equality Act 2010 provides that *'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'*. Schools and academy trusts are required to make 'reasonable adjustments' for those with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that those with a disability faces in comparison to those without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

2. Aims

This Accessibility Plan is intended to comply with the Trust's obligations under current equality legislation, including in particular Schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

TEAM Multi-Academy Trust aims to treat all of its school communities fairly and with respect. This involves providing admission, access and opportunities for all without discrimination of any kind.

The Trust has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for those with disabilities.

No pupil will be refused admission to one of our schools on the basis of their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we will take all reasonable steps to provide effective educational provision.

Each school's Action Plan (Section 7) contains relevant and timely actions to:

<p><u>Strand A:</u></p> <p>Increase the extent to which disabled children can participate in the curriculum.</p>	<p>The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.</p> <p>Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.</p>
<p><u>Strand B:</u></p> <p>Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.</p>	<p>This strand covers improvements to the physical environment of the school and physical aids to access education.</p> <p>The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.</p> <p>Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and wayfinding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.</p> <p>Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.</p>
<p><u>Strand C:</u></p> <p>Improve the availability of</p>	<p>This part of the duty covers planning to make written information normally provided by the school to its pupils– such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels).</p>

accessible information to disabled children.	<p>This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by students or their parents/carers about their preferred means of communication.</p> <p>The school should consider how all information normally provided in a written format including work sheets, timetables, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.</p>
---	--

As a Trust, we also recognise our responsibilities towards employees with disabilities and we will therefore:

- monitor recruitment processes and procedures to ensure individuals with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable employees with disabilities to access the workplace

Our Accessibility Plan also extends to our families and school communities and we will therefore:

- ensure any information shared with our school communities is accessible to those with disabilities
- undertake reasonable adjustments to enable those with disabilities to access our school sites and events
- provide appropriate support and provision to those with disabilities to ensure they are able to engage with each school effectively and without barriers

3. Legislation and Guidance

- [Equality Act 2010](#)
- [The Equality Act 2010 and Schools: DfE advice](#)
- [SEND Code of Practice January 2015.pdf](#)
- [TEAM Multi-Academy Trust - Articles of Association](#)
- [TEAM Multi-Academy Trust - Master Funding Agreement](#)

The Trust Board of Directors (known as Trustees) has overall responsibility for ensuring that there is compliance with this legislation. Each Local Governing Body has delegated responsibility for monitoring compliance of the Accessibility Plan within their individual schools.

4. Vision and Values

As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.

At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.

We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward, we remain dedicated to creating enriching experiences and lifelong memories for our children.

We are steadfastly committed to ensuring that every child, staff member and stakeholder feels valued, respected and included. Every experience, culture and perspective within our community enriches our collective journey allowing us to live and learn with love and inclusivity to others.

Inclusive Curriculum

Through a curriculum that reflects diverse cultures and histories, we provide opportunities for every child to live their educational journey to the fullest, fostering a love for learning and respect for all stories.

Regular Training

Our staff are immersed in training to ensure that the life of our schools is filled with love, respect and an inclusive spirit, enhancing our collective learning experience.

Stakeholder Engagement

Living our vision means extending our arms to parents, guardians and the wider community, sharing our love for education and learning from their invaluable perspectives.

Student-Led Initiatives

We champion our pupils, encouraging them to live their aspirations, express their love for their community and learn leadership skills by spearheading initiatives that promote unity and understanding.

Accessibility Focus

To ensure every member of our community experiences life, love and learning to the fullest, we prioritise making all resources and facilities universally accessible.

Regular Reviews

Living our commitment to its fullest potential, we frequently review our approaches, learning from feedback and lovingly adapting to the evolving needs of our community.

Celebration of Diversity

Our schools host events that not only foster a love for the various cultures within our community but also enable every individual to live their identity to the fullest and learn the value of diversity.

Zero Tolerance Policy

We believe in a life free from discrimination, a community where love overrides prejudice and a learning environment where everyone feels secure.

Community Outreach

Our commitment to life, love and learning extends beyond our school gates. We engage in local initiatives that embody our vision, creating a ripple effect of inclusivity in North Devon and further afield.

At TEAM Multi-Academy Trust, our vision of 'Life, Love and Learning to the Full,' is more than words - it is our ethos, mirrored in every action we take, every lesson we teach and every life we touch.

5. Monitoring and Review

This policy and the accompanying action plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of Inclusion for the Trust with each school reviewing their action plan (namely the Head of School, SENDCo and Local Governing Body) and approved by the Trust's Premises Committee.

6. Links with Other Policies

This policy and accompanying action plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Supporting pupils with Medical Conditions Policy
- SEND Policy
- Each school's SEN Information Report
- Equalities and Diversity Policy
- Equality Information and Objectives Statement

The Trust's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in any Trust school, this procedure sets out the process for raising these concerns. This is available on each school's website.

Wetheridge Accessibility Plan:

7. Accessibility Action Plan for Wetheridge Academy

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

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	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Strengths and needs are included at the front of SEND plans and used to inform solution-based planning.</p> <p>OAIP is considered for all children – for example visualisers, decision spelling, visual time tables and emotional thermometer.</p> <p>School Council influences school life – the council currently has one SEND child (with a hearing impairment) on school council.</p>	Increase equity for all pupils to access School Council – no child experiences a barrier to inclusion on the School Council as a result of poor language or literacy skills	Adaption of the School Council application process broadens the range of applications accepted so many forms (in line with dyslexia alternative means for recording strategies) are invited.	Heather Nott and Kate Ashley	At next school council election (Parliament Week 2026)	<p>Wider range of applications to the School Council.</p> <p>Increased number of SEND children representing the school on the School Council is in line with percentage of SEND identified in school.</p>

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	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Good adaptations for both physical, sensory and hearing difficulties.</p> <p>Parking on site by the front door is available however this is not indicated on any signs</p> <p>Alarms are auditory with visual in toilet areas and emergency lighting activated when power is cut.</p>	Access to the school site for parents and visitors with a disability is prominent and clearly signed	Develop a sign inviting use of on-site parking for those with blue badge or needing to park close to the entrance by arranged with the School Office	KA and KE to develop signs and process for visitors/parents to access onsite parking.	September 2026	Availability of parking is clearly signed and visible to guests.
Improve the delivery of information to pupils with a disability	Some signs including BSL signs are displayed however teacher sign names and classroom signage has not been recently renewed.	To ensure class signs are accessible for those using BSL (visitors, visiting professionals and pupils)	Teaching staff to ensure their own areas of school display the BSL signs	KA and LA to ensure staff take appropriate action and follow up	September 2026	Signs are visible. Visiting professionals identify signs as helpful.

Agreed by Witheridge CofE Academy Board of Governors: November 2025