PARK ASPIRE
AP Academy

Accessibility Policy and Plan

2026-27

Approved by Governing Body on	Autumn 2025
Internal review due:	September 2026
Full review and ratification due:	September 2026
Signed on behalf of the Governing Body by the Headteacher	

Introduction

This Accessibility Policy and Plan has been developed in accordance with Schedule 10 of the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015.

The Equality Act 2010 places duties on schools to:

- Not discriminate against disabled pupils, staff, parents/carers or visitors.
- Make reasonable adjustments to avoid placing disabled individuals at a substantial disadvantage.
- Publish and implement an Accessibility Plan to improve access to education and associated services for disabled pupils.

Park Aspire AP Academy is committed to providing an inclusive environment where all pupils, staff, parents/carers and visitors are treated fairly and with respect and are able to participate fully in academy life.

The Policy

Definition of Disability

Disability is defined within the Equality Act 2010 as:

"A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

The academy recognises that disabilities may be physical, sensory, medical, neurological, emotional, mental health-related, learning-related or hidden disabilities.

Key Objectives

The academy aims to reduce and eliminate barriers to access to the curriculum and ensure full participation in the school community for learners and prospective learners with disabilities.

The academy also seeks to ensure that the needs of disabled staff, parents/carers and visitors are accommodated as far as is reasonably practicable.

The Accessibility Plan makes provision for:

- Increasing the extent to which disabled learners can participate in the curriculum.
- Improving the physical environment of the academy to increase the extent to which disabled learners can take advantage of education and associated services.

- Improving the delivery of information to disabled learners, staff, parents/carers and visitors.
- Ensuring information is available in accessible formats where required.
- Promoting positive attitudes towards disability and inclusion.

Principles

The academy recognises its duty to:

- Ensure compliance with the Equality Act 2010 and the academy's Equality Information and Objectives Policy, SEND Policy and all other relevant policies.
- Not discriminate against disabled pupils, staff, parents/carers or visitors in admissions, exclusions, employment or access to services.
- Not treat disabled individuals less favourably.
- Make reasonable adjustments to avoid substantial disadvantage.
- Promote equality of opportunity and inclusion.
- Publish and review an Accessibility Plan.
- Consult with pupils, families and professionals regarding accessibility needs.

Accessibility considerations will be embedded within curriculum planning, safeguarding arrangements, admissions procedures, educational visits, site development and wider academy activities.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor implementation of this policy and plan.
- Review accessibility objectives and progress annually.
- Ensure adequate resources are available to support accessibility improvements.

Headteacher

The Headteacher will:

- Ensure the Accessibility Plan is implemented.
- Promote an inclusive culture throughout the academy.
- Ensure reasonable adjustments are considered and implemented where appropriate.

SENDCo

The SENDCo will:

- Coordinate support for pupils with disabilities.
- Liaise with parents/carers and external agencies.
- Support staff in meeting accessibility requirements.
- Advise on reasonable adjustments and specialist support.

All Staff

All staff are responsible for:

- Promoting inclusion and accessibility.
- Identifying potential barriers to participation.
- Implementing agreed adjustments and support strategies.

The Accessibility Plan

The Accessibility Plan is detailed in Appendix A and summarised below.

In performing their duties, governors and staff will have regard to:

- Equality Act 2010 requirements.
- SEND Code of Practice 2015.
- Department for Education guidance relating to equality, accessibility and SEND.

The academy:

- Recognises and values parents' and carers' knowledge of their child's disability and respects the rights of families to confidentiality.
- Provides a broad, balanced and appropriately differentiated curriculum.
- Sets suitable learning challenges for all pupils.
- Responds to diverse learning needs.
- Removes barriers to learning and assessment where reasonably practicable.
- Accommodates the needs of disabled staff, parents/carers and visitors wherever reasonably possible.
- Seeks the views of pupils, parents/carers and professionals when planning accessibility improvements.

Actions

This section outlines the principal activities which the academy currently undertakes, or plans to undertake, to achieve its accessibility objectives.

a) Education and Related Activities

The academy offers a broad, balanced and inclusive curriculum together with a range of enrichment opportunities that are appropriately differentiated to maximise participation and achievement.

The academy will continue to:

- Review curriculum accessibility.
- Seek feedback from pupils and parents/carers.
- Work with relevant professionals and specialist advisers.
- Provide reasonable adjustments where required.
- Deliver staff training on SEND, disability awareness and inclusive practice.
- Monitor participation in educational visits, enrichment activities and wider academy life.

b) Physical Environment

The academy has accessible facilities and access arrangements across the school site.

The academy will continue to consider accessibility during all maintenance, refurbishment and development projects including:

- Improvements to physical access.
- Accessible classroom layouts.
- Improvements to signage and wayfinding.
- Appropriate lighting.
- Acoustic improvements where necessary.
- Use of colour contrast and visual aids.
- Accessible toilet facilities.
- Sensory-friendly spaces where appropriate.

Where required, Personal Emergency Evacuation Plans (PEEPs) will be developed and reviewed for pupils, staff or visitors requiring additional support during emergency evacuations.

The academy acknowledges that some improvements may need to be implemented over time, subject to available resources and priorities. Where full adaptations are not immediately achievable, reasonable alternative arrangements will be considered.

c) Provision of Information

The academy will ensure that information is accessible to all members of the school community.

Information may be provided through:

- Large print.
- Accessible electronic formats.
- Coloured paper where appropriate.
- Visual supports.
- Translation and interpretation services.
- Alternative communication methods.

The academy will seek support from Local Authority services and specialist providers where required.

The academy will also work to ensure that its website and digital communications remain accessible and that information can be provided in alternative formats upon request.

Park Aspire AP Academy Accessibility Plan

This Accessibility Plan has been developed in consultation with pupils, parents/carers, staff and governors and covers the period:

September 2026 to August 2029

Progress against the plan will be reviewed annually by the Governing Body.

Priority Area 1: Access to the Curriculum

Objective

Improve access to learning and participation for disabled pupils.

Actions

- Review curriculum accessibility annually.
- Ensure reasonable adjustments are implemented where required.
- Deliver staff training on SEND and inclusive classroom practice.
- Monitor participation in educational visits and enrichment opportunities.
- Seek pupil and parent feedback regarding accessibility.

Responsibility

Headteacher, SENDCo and Senior Leadership Team.

Timescale

Ongoing with annual review.

Success Criteria

All pupils can access the curriculum appropriately and participate fully in academy life.

Priority Area 2: Physical Environment

Objective

Improve accessibility of the academy environment.

Actions

- Undertake annual accessibility audits.
- Consider accessibility requirements during refurbishment and development projects.
- Review accessibility signage and access routes.
- Review and update PEEPs where necessary.
- Address identified barriers where reasonably practicable.

Responsibility

Headteacher, Site Manager and Governors.

Timescale

2026-2029.

Success Criteria

Physical barriers are identified and reduced and access is improved across the academy site.

Priority Area 3: Accessible Information

Objective:

Improve access to information for disabled pupils, staff, parents/carers and visitors.

Actions:

- Provide information in alternative formats on request.
- Monitor website accessibility.
- Promote awareness of available communication support.
- Review communication methods with families annually.

Responsibility:

Administration Team, SENDCo and Senior Leaders.

Timescale:

Ongoing

Success Criteria:

Information is available in accessible formats and stakeholders can access communications effectively.

Concerns

Any concerns regarding accessibility arrangements should be raised through the academy's Complaints Policy.

Concerns regarding disability discrimination will be investigated in accordance with the Equality Act 2010 and academy procedures.

Related Policies

This policy should be read alongside:

- Equality Information and Objectives Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Behaviour Policy
- Relationships Policy
- Anti-Bullying Policy
- Complaints Policy

The Accessibility Policy and Plan will be reviewed every three years, with annual monitoring of progress by the Governing Body.