East Midlands Academy Trust

Accessibility Policy

'Every child deserves to be the best they can be'

Inclusion Innovation Impact

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V3	**Filename:** EMAT Accessibility Policy
Approval: September 2026	**Next Review: December 2029** *This Policy will be reviewed every 3 years by the owner and approved by the Trust Board (FEPC)*
Owner: Head of Inclusion	**Union Status:** Not Applicable

Policy type:	
Statutory	Replaces current policy

Revision History

Revision Date	Revisor	Description of Revision
Sept 2026 - V3	J Nimmo	Added reference to: • Policy to be published on Trust & academy websites • Complaints procedure • Trust's duty under the Equality Act (2010) • Disability Rights (DfE) Disability rights: Education - GOV.UK • Links with other Trust & School policies
Oct 2023 – V2	R Ryan	Added reference to Equality Act 2010 and updated definitions of disability. Add reference to Head of School responsibilities.

EMAT Accessibility Policy

1. Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- To ensure that all staff with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To ensure compliance with all relevant legislation connected to this policy.
- To ensure that each EMAT school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Each school in the Trust will draw up an Action Plan showing how the individual school will address priorities identified in the plan. This plan would incorporate the school's intention to highlight how access to education is adapted for CYP with a disability.
- The Headteacher of each Academy is responsible for the management and implementation of their respective Accessibility Plan. The named individual will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team at their Academy in order to co-ordinate resources.

East Midlands Academy Trust believe in providing every opportunity to develop children and young people's (CYP) and staff member's gifts and talents alongside treating all CYP and their families fairly and with respect. This includes supporting the families of young carers by making sure schools are welcoming parents/carers with disabilities and/or illness and removing any barriers to communication.

All our CYP, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be.

The plan will be made available online on the East Midland Academy Trust's (EMAT) website and individual school websites, and paper copies are available upon request.

EMAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

EMAT's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of the EMAT schools across the portfolio, this procedure sets out the process for raising these concerns.

EMAT has included a range of stakeholders in the development of this accessibility plan, including CYP, parents/carers, staff, Local Advisory Board (LAB) members, and Trustees.

2. Legislation and Guidance

This policy meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and multi academy trusts (MATs) are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are not subject to the reasonable adjustment duty to make alterations to physical features; however, schools must make the buildings accessible for their disabled pupils as part of their overall planning duties.

The following policies are

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Disability Rights (DfE) Disability rights: Education - GOV.UK

Across EMAT schools everyone is equally valued; each school provides pupils with the opportunity to experience, understand and value diversity.

Across EMAT schools everyone has a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. EMAT is committed to everyone in our school communities feeling safe, secure and valued.

3. Definitions of Disability

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment that is:

- Substantial
- Long term
- Has an adverse effect on his or her ability to carry out normal everyday activities.

EMAT has a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards people with a disability and encourage CYP with a disability to fully participate in all aspects of school life.

In accordance with good practice guidelines from The Equality Act (2010), EMAT strives to increase accessibility in three main areas:

The Physical Environment

Continuously improve and maintain access to the physical environment of each MAT school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Availability of information

EMAT aims to continuously improve the availability of accessible information to CYP, staff, parents/carers and visitors with disabilities; examples might include hand-outs, newsletters, adapted timetables, textbooks and information about the schools and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Curriculum

EMAT aims to increase access to the curriculum for CYP with a disability, adapting access to the curriculum as necessary to ensure that CYP with a disability are as, equally prepared as their peers when reaching natural leaving ages (eg – Post 16, Post 18 et al); (If a provision fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider extra curricula of the school such as participation in after-school clubs, capital culture activities or off site visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist CYP in accessing the curriculum within a reasonable timeframe.

4. Links with other Policies

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

- Risk Assessment Policy
- Admissions Policy
- SEND Information Report (from 31st December 2026 it will be the Inclusion Strategy)
- Equality Information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Health & Safety Policy

5. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every three years by the Trust Board but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Headteacher / Headteacher / Head or School and the Local Advisory Board (LAB).

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Trust Board for further discussion and endorsement.

Naseby CofE Academy Accessibility Plan – Improve and Maintain access to the Physical Environment

Targets	Current Good Practice Guidance (in accordance with the Equality Act 2010)	Timescale	Responsibility	Success Criteria
Improve and maintain access to the physical environment	The environment of each EMAT school is adapted to the needs of the pupils and parents/carers as required: This includes: • Seating • Access to the building, eg - ramps • Elevators • Corridor Width • Allocated parking bays • Allocated (disabled toilets and changing facilities) • Library shelves at wheelchair accessible height	Annually or as required September (annually)	Headteacher Head of School	Individual, relevant and current information is gathered and shared as required so that all needs can be met
Maintain safe access for all	Check exterior lighting is working on a regular basis. Door locks, security fobs, obstructions to doorways	Ongoing checks – 3 monthly	Headteacher Head of School School caretaker	Everyone feels safe and can gain access safely into the school grounds.
Exits: Ensure all people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for any person with a disability.	As required	Headteacher Head of School	All pupils and staff working with them are safe.

Targets	Current Good Practice Guidance (in accordance with the Equality Act 2010)	Timescale	Responsibility	Success Criteria
Ensure that the school passes its Fire Safety Audit, including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Headteacher Head of School	All personnel and pupils have safe independent exits from academy.
Ensure that the building remains accessible and compliant in line with the Equality Act (2010)	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As works are undertaken	Trust Board	That the building is accessible and easily travelled by all staff, students, parents/carers, and visitors.

Naseby CofE Academy Accessibility Plan - Improve the Delivery of Information

Targets	Current Good Practice Guidance (in accordance with the Equality Act 2010)	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Headteacher Head of School	Compliant website
To improve the delivery of information:	EMAT schools use a range of communication methods with CYP and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats	Ongoing	Headteacher Head of School	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all meetings is accessible, understandable and allows ease of use to all parties.	Provide a choice of formats for pupil's parents/carers to provide views on Reviews. This includes young carers and their families	Ongoing	Headteacher SENDCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Naseby CofE Academy Accessibility Plan - Improve access to the Curriculum for CYP

Targets	Current Good Practice Guidance (in accordance with the Equality Act 2010)	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for CYP with a disability	• Each school offers a adapted curriculum for all CYP with a disability. • Each school uses resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	As required in response to pupil need	All staff	All pupils access fully the curriculum providedthrough quality first teaching Structured conversations as appropriate with parent /carers
Ensure all pupils can access public examinations, statutory assessments and internal assessments	Approved access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom that comply with regulations.	For all exam/ assessment series	All Staff	All students that have approved access arrangements can fully access all exams and statutory assessments