



ASPIRATIONS

Accessibility Plan Budmouth Academy

Version control	
May 2025	Targets for Curriculum, Written and Physical Accessibility plans updated.
May 2024	Reviewed and updated; roles and responsibilities added, section 5 removed and included in section 2
AAT Budmouth Academy Weymouth 2022-2025	New guidance jointly agreed with SLT Team

Owner:	Vice Principal Inclusion, SEND and Wellbeing	Date of next review:	May 2027
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Contents

1. Aims
2. Legislation and guidance
3. Roles and Responsibilities
4. Accessibility Plan

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 staff to access the workplace.

The plan will be made available online on the school 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 school supports any available partnerships to develop and implement the plan and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Authority, The Medical/health and Safety Officer, students, parents and staff of the Academy.

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 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 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 plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

This plan complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, Trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

ACCESSIBILITY PLAN September 2025`-2027 Curriculum

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>To ensure that CPD is available so that staff are knowledgeable in terms of the needs of students with disabilities and have a toolkit of strategies to support them.</p>	<p>Disability needs are monitored by SENDCO and appropriate Information available to all staff through an information booklet, online provision map software and further information on Arbor.</p> <p>Specialist services are contacted to ensure appropriate staff training.</p>	<p>Staff are aware of any key disability issues and make appropriate adjustments to their classroom management and teaching plans.</p>	<p>Ongoing as appropriate.</p>	<p>VP Inclusion gave all staff Quality First Teaching CPD on 02/09/2025.</p>

<p>Out of school trips are available to all students.</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation requirements.</p> <p>Risk assessments will be undertaken and additional staffing provided to enable all students to access trips and visits.</p>	<p>All students to be able to enjoy any out of school trip.</p>	<p>Ongoing.</p>	<p>Students have not been prevented from attending a trip or visit due to disability.</p>
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<p>Quality First Teaching is appropriately differentiated to enable all to access the curriculum.</p>	<p>Triangulation will identify Curriculum areas and teachers that require further training to enable high quality first teaching for all. Teaching assistants to be subject based to support QFT.</p>	<p>All students have full access to a broad and balanced curriculum.</p>	<p>Ongoing.</p>	<p>The Academy introduced a new curriculum in 2025 to embrace inclusion and ensure all learners have access to the same, high-quality materials and learning experiences on offer. Systematic Inclusion is the term used in all CPD and briefing sessions to disseminate best practice to staff.</p>
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ACCESSIBILITY PLAN - September 2025-2027 Physical Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>To ensure that external surfaces meet desired safety standards.</p> <p>To ensure that any safety hazards are reported to the site team immediately.</p>	<p>Ensure paving slabs, kerbs, pathways, ramps, hard areas etc are level and smooth to avoid slip and trip hazards.</p> <p>A member of the site team will take prompt action in responding to any safety reports.</p>	<p>To ensure safe movement around the site for all.</p> <p>To maintain the safety of all students, staff and visitors who visit our site.</p>	<p>Ongoing.</p>	<p>Regular inspections are conducted by the site team. Everyone has a responsibility to report any health and safety concerns immediately.</p> <p>The Health and Safety Lead Mr J Abbott conducts regular checks and offers staff training.</p>
<p>To ensure that any individual with barriers which may affect mobility is considered for a Personal Emergency Evacuation Plan.</p>	<p>To ensure that any person on site with barriers that may impact upon mobility has a PEEP agreed with them in the event of an emergency.</p>	<p>For any person with a barrier that may impact upon mobility to feel assured and considered in the event of an emergency evacuation.</p>	<p>Ongoing</p>	<p>Mr J Abbot writes PEEPs with individuals and practises their plan in person with them at the beginning of the school year.</p> <p>Individuals are responsible for updating Mr Abbot with the latest information and advice so that PEEPs can be updated as needed throughout the year.</p>

<p>To ensure that physically impaired staff and students are not disadvantaged by limited access in Clare Tower, due to no lift being installed. Clare Tower houses; Resource Centre, Learning Support Centre, Student Support Centre and CEIL.</p>	<p>To ensure that any meeting, learning or intervention opportunity offered in Clare Tower can be easily delivered in other parts of the building.</p>	<p>Books from the Resource Centre can be made available to the reading area in the Hub. Other Interventions offered from LSC or SSC can easily be delivered in accessible areas across the school.</p> <p>We have an accessible room for OT/PT work as well as a wet room.</p>	<p>Ongoing reviews.</p>	<p>No student or member of staff has been highlighted as being disadvantaged due to the limited access in Clare Tower due to having no lift to any of the floors within it.</p> <p>A new-build is proposed to commence in this academic year that will eventually improve access to all areas of the Academy for all students.</p>
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ACCESSIBILITY PLAN - September 2025-2027 Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Advice from outside agencies will be sought when needed.</p>	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours.	Ongoing when the need arises or is requested.	<p>Delivery of information to disabled students and parents improved.</p> <p>School website reviewed to improve readability.</p> <p>Other resources are being widely offered to students with visual impairment or visual processing difficulties, including RNIB student accounts and personalised libraries being created by Mr A Hill and reader pens being purchased to encourage independence.</p>
Visual information presented to students.	Visual timetables produced for all SEND students who require them.	SEND students will have visual timetables or keyring timetables as appropriate.	September when timetables are produced or as needed throughout the year.	SEND students using their visual timetables to manage movement to lessons and homework effectively and independently.

<p>Written material, pictures and diagrams to be made accessible to encourage independent working.</p> <p>Students' exams are modified.</p>	<p>The school timetables a named TA who is trained in modifying material.</p> <p>Access arrangements will be applied for to reflect students' normal way of working.</p>	<p>Modification of materials as needed.</p> <p>Students are not disadvantaged due to disability.</p>	<p>Ongoing.</p> <p>As needed.</p>	<p>Teaching assistants modify work from teachers ahead of the lesson. Modification includes decluttering and clarity and is recognised as being different than merely enlarging.</p> <p>Access arrangements are applied for using teacher evidence, history of need, full diagnostic reports, assessment from external services or following medical advice. Exam reader pens have also been purchased.</p>
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Other useful documents:

Budmouth Academy Special Educational Needs and Disability Policy
 Budmouth Academy Information Report (Local Offer)

