

INSPIRES MAT

Accessibility Plan

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This Accessibility Plan must be published on your school website

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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 pupils with disabilities can participate in the curriculum

This policy sets out our approach to accessibility for Inspires MAT

Section 3 sets out the accessibility action plan for Templars Academy.

- 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

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inspires MAT places a strong emphasis on equality and inclusion as core elements of its principles and values. Our commitment to these values is reflected in their vision, mission, and core values¹.

Vision and Mission

Our vision is to provide an educational, social, and emotional offer that motivates students to “aspire to be the best we can be in all that we do.” The mission extends this vision by focusing on creating active positive citizens within their communities.

Core Values

The core values of Inspires MAT are inclusivity, child-centred practice, community focus, passion, nurturing, enrichment, and empowerment. These values underscore our dedication to ensuring equality and inclusion are fundamental aspects of our approach.

The plan will be made available online on the trust website and individual school websites, and paper copies are available upon request.

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

The trust supports any available partnerships to develop and implement the plan.

Our trust’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 1 of the schools in the trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, trustees and local governors.

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 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 academy trusts 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.

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	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Enhanced access to the curriculum for pupils with a disability	Trust core approach • A differentiated curriculum for pupils who require it • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities and varying needs • 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 School adapted approach (based on specific need)	Short term Tailored instruction, flexible grouping and strategies to facilitate learning meet identified and assessed need. Curriculum is accessible by all through effective, accurate assessment and tracking. Continuous review and adaptation of the curriculum ensures offer accessibility meets the needs of all. Long Term Develop a dynamic and responsive curriculum that evolves with the diverse and changing needs of our pupil population, ensuring all children achieve their full potential	Implementation Ensure the following are fully utilized: - Individual learning plans - Differentiated instruction - Flexible grouping - Varied teaching methods - Regular assessments - Data-driven instruction - Staff CPD - Feedback mechanisms - Pilot programs	SENDCo with support from subject and senior leaders		- Increased participation - Enhanced learning experience - Improved academic performance - Accessible learning materials - Effective use of resources - Positive feedback from all - Training effective at improving staff skills - Fully inclusive school environment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment of each school is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • At Templars, we have 4 upstairs classrooms that are only accessible by stairs. Knowing pupils in advance for the next academic year means that we will plan the classroom base for pupils according to need • Where there is a mid-year application, the classroom bases will be shared with prospective parents • Children who have been injured mid-year and struggle to access the stairs will have provision made for them e.g. working outside a different year group's base so they can be supervised • These arrangements will be discussed with parents on an as and when needs basis	Short term Ensure that the school's physical environment is accessible to all students, including those with disabilities. Create adaptable learning spaces that can be reconfigured to support different teaching methods and learning activities. Long term Integrate assistive technologies to support students with special educational needs and disabilities (SEND).	Implementation Ensure the following is in place: - Continued focus on accessibility improvements with regards to physical access and classroom layout - Access to assisted technologies, training for effective use - Inclusive learning spaces such as sensory rooms and flexible learning areas - Personalised emergency plans - Regular safety audits - Environment adaptations as required	Site manger through consultation with the SENDCo and Headteacher		All school facilities are accessible to all children and adults Regular audits confirm facilities meet accessibility standards School environment is safe and easy for all children and adults to navigate

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	All of our schools use a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille (as appropriate) • Induction loops (as required) • Pictorial or symbolic representations • At Templars, children will be supported by staff who have a specific skillset in communication. Training will be provided to staff • Alternative methods of communication will be utilized where appropriate, especially in cases with EAL e.g. google translate or the use of interpreters	Short term Avoid jargon and complex terminology to aid access for all. Provide information in multiple formats, such as audio recordings, text transcripts, braille, and large print. Ensure that all digital communications, including websites and online tools, comply with accessibility standards. Long Term To implement and maintain inclusive communication practices that ensure all stakeholders, including students, parents, and staff, can access and understand information effectively, regardless of their individual needs.	Implementation Schools will apply the following: - Multi-channel communication usage - Use of accessible formats - Digital accessibility awareness - Use of clear and simple language - Action feedback as appropriate - Training and awareness program	SENDCo in conjunction with all staff		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Chief Executive officer.

It will be approved by the board of trustees.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour policy