



ACCESSIBILITY PLAN

Key document details

Ratified:	Autumn2 2025
Approver:	Trust Board
Next review:	Autumn2 2028

Vision statement

At Pioneer Educational Trust, our vision is to provide a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every student. This vision includes our desire to make our learning environments accessible to all learners and the whole school community. The purpose of this plan is to show how the schools within the Trust aim to develop and improve the accessibility of each school for disabled students, staff, parents /carers and visitors.

The Trust and the schools within it will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. This policy complies with the [Equality Act 2010: Schedule 10, Paragraph 3](#), the [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#) and follows guidance from [The Equality Act 2010 and schools \(2014\)](#).

In adherence to the [Statutory policies for schools and academy trusts \(2019\)](#), the accessibility plan will be:

- reviewed (at least) every three years, or in response to an individual student or member of staff needs with reference to this accessibility plan and the SEND policy (a task the trustees are free to delegate) and approved by the Board of Trustees
- reported on annually.

This plan should be read in parallel with SEND Policies and SEND Information Reports for the Local Offer. Our policies will reflect our priorities for developing access across the whole of school life for all of our stakeholders.

Our Aims:

- To increase access to the **curriculum** for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the **physical environment** of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and accessible **information** for disabled students and their families. The information should take into account any disabilities that students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

Aim One

In accordance with the **Equality Act 2010 (Schedule 10)** and the statutory guidance set out in *The Equality Act 2010 and Schools (DfE, 2014)*, schools within our Trust have a legal duty to ensure that disabled pupils are not disadvantaged in accessing education. This includes making **reasonable adjustments** to teaching, learning and wider school activities, and planning proactively to remove barriers to participation.

Our commitment is to provide a curriculum that is **inclusive, ambitious and accessible** for all learners. Every teacher is legally responsible for the progress and development of all pupils in their class, including those with special educational needs and disabilities (SEND), as reinforced by the SEND Code of Practice (2015). This responsibility extends to ensuring that adaptations, personalised support and appropriate resources are embedded in classroom practice.

We will:

- Ensure that **reasonable adjustments** are made to enable disabled pupils to participate fully in the curriculum and wider school life
- Promote **anticipatory planning**, as required by law, so that accessibility is considered in advance rather than in response to individual needs only
- Work collaboratively with parents, carers, and external agencies to secure the best outcomes for pupils with SEND
- Provide ongoing professional development for staff to build confidence and competence in inclusive teaching strategies

Through these measures, we aim to uphold the principles of equality and inclusion, ensuring that every pupil can achieve their full potential and experience a sense of belonging within our school community.

Objective	Actions	Person responsible	Deadline	Success criteria
Increase staff confidence in identifying SEND and adapting the curriculum	• Deliver regular SEND training • Share best practice through CPDL sessions • Invite external specialists for targeted training	SENCo	Termly (review annually)	95% of staff report confidence in adapting the curriculum (via CPDL evaluations)
Ensure classroom support staff receive targeted training on SEND	• Provide regular training for TAs based on pupil needs • Maintain a training log	SENCo	Ongoing, reviewed annually	All TAs trained within four weeks of supporting a pupil with specific needs
Where possible, deploy TAs according to specialist expertise	• Maintain skills matrix • Timetable TAs to match pupil	SENCo	Reviewed termly	95%+ of pupils requiring specialist support matched with trained TA

	needs (where possible)			
Ensure classroom resources meet individual needs	• Audit resources • Purchase / adapt aids as required • Apply for funding if needed	SENCo and teaching staff	Termly	All pupils have access to appropriate resources within two weeks of need identified
Guarantee accessibility of educational visits	• Include SEND considerations in risk assessments • Consult families prior to trips	Educational Visit Coordinators / Visit Leads and SENCo	Ongoing	All trips accessible; no pupil excluded due to disability
Ensure PE curriculum is inclusive	• Adapt activities • Provide alternative roles • Review schemes of work	Head of PE / PE subject lead and SENCo	Annual review	100% of pupils participate in PE in some capacity
Embed SEND adaptations in schemes of work	• Teachers to reference Pupil Passports / Learning Plans when planning • Monitor through quality assurance	HoDs / subject lead and classroom teachers	Ongoing	Quality assurance shows effective adaptations
Raise attainment for pupils with SEND	• Implement person-centred planning • Review targets with families • Review EHCP targets with families must be done 3x per year • Review pupil passports for SENDK 3x per year	SENCo and teachers	Termly	Pupils with SEND meet or exceed targets
Strengthen external agency support	• Maintain referral pathways • Follow up in the case of slow response times	SENCo	Ongoing	All pupils referred receive support within agreed timescales
Improve parental engagement	• Schedule review meetings	SENCo	Termly	Parent satisfaction in annual survey

	• Provide accessible reports			(Edurio) above national benchmark
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Monitoring and Reporting

- Reports as per core agenda planners at Local Committee governor meetings and School Improvement and Workforce Committee meetings
- Oversight:
 - SENCo reports to Headteacher
 - Pioneer Head of Inclusion monitors compliance across schools

Aim Two

Under the **Equality Act 2010**, schools have a duty to ensure that disabled pupils, staff and visitors can access the physical environment without being placed at a substantial disadvantage. This includes making **reasonable adjustments** and planning for accessibility improvements as part of the Trust's estates strategy. Adjustments must be anticipatory, ensuring that accessibility is considered during all building works and site developments.

We will:

- Incorporate accessibility considerations into all capital projects and maintenance plans
- Provide physical aids and adaptations to support learning where appropriate
- Ensure safe evacuation procedures for all stakeholders, including Personal Emergency Evacuation Plans (PEEPs)
- Respond promptly to individual needs and site audits

Objective	Actions	Person responsible	Deadline	Success criteria
Identify and meet access needs of all stakeholders	• Maintain an accessibility register • Review needs during recruitment and enrolment	People Team and headteacher	Annual review	All identified needs met within four weeks
Ensure safe evacuation for disabled pupils and staff	• Develop and update PEEPs • Train staff on roles and responsibilities	Estates Officers, site controllers, People Team and SENCo	Review termly	100% of identified individuals have a current PEEP
Improve classroom accessibility through physical aids	• Audit resources annually • Implement ICT adaptations (e.g. sound fields, blinds, radio aids)	SENCo	Annual audit	All pupils requiring aids have access within two weeks
Complete annual site accessibility audits	• Conduct audits during first H&S walk of the year • Prioritise improvements in estates plan	Estates Officers and headteacher	Annual audit	Audit completed and action plan implemented
Ensure building projects include accessibility compliance	• Embed accessibility checks in project planning • Consult with SENCo	Estates Officers and site controllers	Ongoing	All new works meet accessibility standards

Monitoring and Reporting

- Reports as per core agenda planners at Finance, Audit and Risk Committee meetings
- Oversight:

- Headteacher
- CFOO

Aim Three

The **Equality Act 2010** requires schools to provide information in accessible formats for disabled pupils and their families. This includes ensuring that communication methods do not disadvantage individuals with visual, auditory or language-related needs. Schools must anticipate these needs and respond promptly when adjustments are required.

We will:

- Provide information in alternative formats (large print, Braille, audio) within reasonable timeframes
- Ensure digital platforms comply with accessibility standards (e.g., WCAG 2.2)
- Support parents and carers in accessing school systems and completing forms
- Offer translation and interpretation services where possible

Objective	Actions	Person responsible	Deadline	Success criteria
Ensure all communication is accessible	• Review letters for clarity • Use accessibility tools to support communication • Provide large print / audio / Braille on request	Headteacher and admin colleagues	Ongoing	100% of requests fulfilled within two weeks
Improve website accessibility	• Audit website annually • Ensure compliance with WCAG 2.1	People Partner (comms) and IT managed service	Annual	Website passes accessibility audit
Support parents with digital systems	• Provide in school access to Parent Pay / MCAS • Offer guidance sessions	Admin colleagues	Termly	Parent satisfaction demonstrated through evaluation
Provide translation and interpretation services	• Maintain list of translators • Offer sign language support where possible	Admin colleagues	Ongoing	All identified needs met within two weeks

Monitoring and Reporting

- Reports as per core agenda planners at School Improvement and Workforce Committee meetings
- Oversight:
 - Headteacher
 - Director of People and Communications