George Eliot Academy

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Part of United Learning

Accessibility Plan

REVIEWED BY: United Learning

DATE REVIEWED: Autumn 2026

DATE OF NEXT REVIEW: Autumn 2028

George Eliot Accessibility Plan

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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 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 equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.

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. This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2026-2028
Section 1: How does school deliver the curriculum? (Educational Provision)

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timescale
Aim: Increase access to the **curriculum** for pupils with a disability	Each student with a disability or SEN has the opportunity to co-write an access plan with school staff, parents/carers. This ensures they have their voice heard and additional support, strategies and/or auxiliary aids can be identified and if reasonable, supplied.	To ensure all students with a disability can access the curriculum by empowering them to have a voice in the best way for them to do this	To review access plans twice per year	R. Stevenson (SENCO)	Autumn Term 2 and Summer Term 2 each year
	There is full disclosure of information between all schools at times of transition. The SENCO or RSL supports guided choices meetings in Y9 to provide extra support for pupils with a disability.	Good communication and early identification ensure an appropriate curriculum pathway can be planned for pupils with disabilities	To ensure the SENCO is scheduled into all guided choices meetings for pupils with disabilities	R. Stevenson (SENCO)	Spring 2 each year
	Pupils with ongoing medical needs can be supported on "Blended learning" packages ensuring consistent access to education whether at home, in hospital or at school.	Every pupil can access education, even if they are unable to be physically in the building.			Ongoing
	Timetables will be written to best support the needs of disabled pupils.	Reasonable adjustments will be made to ensure every pupil can follow an appropriate pathway through the curriculum	Pupils on bespoke timetables will be monitored regularly, usually through the PEEP process and where appropriate a reduced timetable.	R. Stevenson (SENCO)	Ongoing
	All pupils have access to a full range of pastoral support, including school counselor, Heads of Year, RSLs and form tutors.	To ensure pupils with disabilities have the same opportunities for pastoral support as their peers to ensure their personal wellbeing	**HOY** to "check in" with pupils with disabilities 1x per term to ensure they feel supported	HOY	Ongoing
Improve and maintain access to the **physical environment**	The main school building was built in 1959 along with South, and at that time met	To ensure all the school population and community users of the school's facilities	To review the physical environment in relation	Marie Adams	Summer Term each year

	all the planning and statutory regulations around accessible use. The Linford Building was built in 2004 meeting all the planning and statutory regulations around accessible use at the time. The Mill is less than 3 years old and was also designed to conform to accessible use. The Sports Hall which is over 20 years old has been assessed and where required adapted to ensure that people with accessibility issues can fully utilize the facilities, for example the sports hall equipment can be used by both partially sighted and reduced mobility users.	can fully utilize the equipment/building.	accessibility, use on at least an annual basis.		
Improve the delivery of **written information** to pupils	All homework is recorded electronically for pupils on Class charts (for pupils without ICT at home the school is open until 4pm for independent study). Laptops have been issued to every student we are aware of who doesn't have access to IT at home.	Every pupil can access homework.	The quality of homework being set needs to be monitored by heads of faculty and Team leaders to ensure it is differentiated and accessible for all pupils. KS3 Homework policy is in place, and homework plans from non-core subjects need to be reviewed before being implemented.	C. Bonny-Meekings (Assistant Principal)	Ongoing
	Visually impaired pupils are informed verbally of relevant information and that information is provided in a reasonable format or equipment is provided to enable pupils to read information.	Pupils with a visual impairment are not disadvantaged against their peers	SENCO to quality assure	R. Stevenson (SENCO)	Termly

	Students have access to a range of ICT tools such as Reading Pens that support access to written information. English homework is set on Sparx Reader to support students in developing their reading and comprehension skills.	ICT is used strategically to support pupils with SEN/disabilities to access written information All KS3 students read independently through their English homework	SENCO to continue to research new technologies so that best provision, within budget constraints, can be secured for students with disabilities/SEN	R. Stevenson (SENCO)	Termly
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)					
		Actions to be taken	**Person Responsible**	**Timescale**	
Number of Storeys	There are 2 floors in Main and Linford. There are 3 floors in South. All floors in all buildings are accessible to pupils with limited mobility i.e. wheelchair, crutches, etc.		Marie Adams (Business Manager)		
Corridor access	Majority of corridors can be accessed by all the school population, however in a small number of areas, due to security and regulations around fire procedures certain corridor doors are heavier to open for a small population of the limited accessible population.	Reasonable adjustments are put in place to overcome the issue. This is reviewed annually or should there be any significant difference in circumstances.	Marie Adams (Business Manager)	Summer Term each year	
Lifts	The school site has two lifts. One in Linford and one in South.	None required	Marie Adams (Business Manager)	When required	
Parking Bays	There are 81 parking bays of which 2 are accessible in the main car park. In south there are 6 parking bays and 1 accessible bay.	None Required			
Entrances	All external entrances to the buildings are designed for wheelchair access, all have low level push button for access.	Quality assure that current provision remains operational	Marie Adams (Business Manager)	Summer term each year	

Ramps	There is ramp access to all areas of the school where students and staff can use as an alternative to using the steps/stairs.	None Required	Marie Adams (Business Manager)	
Toilets	Within the main school building there are 18 toilets, of which 2 are designed for accessible use. In the Linford building there are 21 toilets, of which 2 are designed for accessible use. In the South building there are 22 toilets, of which 1 is designed for accessible use. In the Sports Centre there are 4 toilets, 3 urinals and 1 toilet designed for accessible use.	None Required	Marie Adams (Business Manager)	
Reception Area	The school reception area is designed for both accessible use and for staff/students/visitors with impaired hearing, i.e., push button for exit, low level reception desk, hearing loop, etc.	None Required	Marie Adams (Business Manager)	
Emergency escape routes	There is an emergency evacuation plan in place, reviewed annually, which includes the provision for any students/staff that are not fully mobile. All escape routes are suitable for accessibility persons.	Review emergency evacuation plan termly	Marie Adams (Business Manager) R Stevenson (SENCO)	Termly.

4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.