

Field Road Academy

Respect
Reflection
Resilience
Responsibility

Part of The Lighthouse Multi Academy Trust



Accessibility Plan

Approved by:	D Newton (Head Teacher) S Baker – Chair of Local School Committee
Date:	September 2026
Last reviewed on:	Autumn 2026
Next review date:	Autumn 2027

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1. Aims

Academies 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
- Improve the physical environment of the academy 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

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

At Field Road Academy, we are committed to providing a high-quality education that is inclusive, accessible, and aspirational for every pupil. We believe that all children, regardless of their ability, background, or need, have the right to experience success and to feel valued within our school community.

Our principles are built on equality, respect, and opportunity. We strive to remove barriers to learning and participation by adapting our curriculum, environment, and communication methods so that every pupil can thrive. We celebrate diversity and ensure that our teaching and resources reflect the experiences of all, promoting understanding and respect for difference.

Inclusion is at the heart of everything we do. We work in partnership with pupils, families, and external professionals to provide tailored support and to nurture each child's individual strengths. Through high expectations, personalised targets, and a commitment to continuous improvement, we ensure that every pupil can achieve their full potential and feel a true sense of belonging at Field Road Academy.

The plan will be made available online on our website, and paper copies are available upon request.

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

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

The Lighthouse Multi-Academy Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Field Road Academy, 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 pupils, parents/carers, staff and governors 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.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Field Road Academy offers a differentiated/adapted curriculum for all pupils across all subjects. - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - 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	<u>Short term objectives</u> - Ensure all staff receive refresher training on differentiation and adapting curriculum materials for pupils with additional needs. - Audit current curriculum resources to check representation of people with disabilities across subjects. - Provide immediate access to tailored resources (e.g., large print, overlays, adapted technology) for pupils who require them. - Continue to track curriculum progress for all pupils, including those with disabilities, ensuring data is analysed termly. <u>Medium term objectives</u> - Further embed disability representation in the curriculum by expanding the range of resources and examples used across subjects. - Develop staff confidence and expertise in setting effective, personalised targets for pupils with additional needs through CPD. <u>Long term objectives</u> - Regularly review and adapt the curriculum to reflect emerging needs of the pupil population, ensuring no group is disadvantaged. - Build strong partnerships with parents, carers, and external agencies to co-produce support strategies for pupils with disabilities.	Another CPD session to be held on adapting curriculum areas and leaders to then review this. Subject leaders to complete audit for their subjects. SENCo and Family Co-ordinator to continue to establish relationships with parents, carers and external agencies.	Teachers Subject leaders SENCo SLT	October 2027	All pupils including those with additional needs and disabilities are catered for and can access the curriculum through adaptations. A range of people can be seen across subjects, those that are able and disabled. Pupils with additional needs are given SMART targets which allow them to access the curriculum.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays next to the entrance door • Disabled toilets and changing facilities • Automatic door push to exit buttons at an appropriate level	<u>Short term objectives</u> • Regularly audit the academy site to ensure corridors, disabled toilets, and automatic doors remain safe, functional, and compliant. • Review signage across the site to make sure accessible routes and facilities are easy to locate. <u>Medium term objectives</u> • Improve lighting and acoustics in corridors and communal areas to enhance accessibility for pupils with sensory needs <u>Long term objectives</u> • Embed accessibility considerations into all future building projects and refurbishments to ensure an inclusive learning environment.	Liaise with site manager to ensure compliance Annually review signage around academy site Site manager to complete monthly safety checks	Site manager SLT Office manager	October 2027 Ongoing	The academy has accessibility arrangements which allow the school to be accessible to all people.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Field Road Academy uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources where necessary • Pictorial or symbolic representations	<u>Short term objectives</u> • Provide large print versions of letters, resources, and key documents for pupils and parents who require them. • Ensure website is accessible <u>Medium term objectives</u> • Develop a staff training programme to build confidence in creating and using accessible communication resources. • Strengthen home–school communication by offering accessible formats for newsletters, reports, and key updates. <u>Long term objectives</u> • Work in partnership with pupils, parents, and external specialists to regularly review the effectiveness of communication methods and adapt where needed. • Create a fully inclusive communication environment where all pupils and families feel informed, supported, and able to engage with school life.	Accessibility to be placed on website Large print resources where necessary Staff training programme to be developed Home school communication to be strengthened School documents available in accessible formats	SLT Website champion Admin staff SENCo Family Co-ordinator	October 2027 July 2026	Signage is clear to see around the academy site. Large print resources available to all, smaller documents are enlarged. Pictorial and symbolic representations around the site to support accessibility arrangements

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 the Local Academy Governing Board.

It will be approved by the Local Academy Governing Board.

5. Links with other policies

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

- Risk assessment policy
- 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