# Accessibility Plan

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## Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation Future Academies Trust continues to have responsibility for accessibility planning for disabled students.

This plan sets out the proposals of Future Academies Trust to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Future Academies Trust also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- Senior leadership team
- Parents of any students involved
- Staff
- Governors

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) "a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

## How Future Academies Schools Meet the Planning Duties:

Increasing the extent to which disabled students can participate in the school curriculum.

The Trust's Inclusion Team has established a range of approaches to support students in accessing the curriculum, including universal, targeted, and specialist interventions. Through training and mentoring, schools are equipped to adopt and embed inclusive teaching practices tailored to the needs of individual learners.

| Objective | Actions | Success criteria |
|---|---|---|
| **1. Identify and remove barriers to participation in the curriculum** | Review the participation of disabled pupils across the taught curriculum and wider curriculum, including PE, educational visits, enrichment, performances and clubs. Identify any barriers and take reasonable steps to address them. | Disabled pupils are able to participate fully in school life wherever reasonably possible. Where barriers remain, leaders can identify them and demonstrate the reasonable adjustments considered or made. |
| **2. Ensure consistently strong inclusive classroom practice** | Maintain a clear universal classroom offer based on predictable routines, calm learning environments, clear explanations and modelling, appropriate scaffolding and carefully considered classroom organisation. Provide staff training where required. | Monitoring shows that agreed inclusive approaches are consistently evident in classrooms and disabled pupils are able to participate successfully in learning. |
| **3. Ensure individual reasonable adjustments are understood and implemented** | Where a pupil requires provision beyond the universal classroom offer, identify a small number of clear, practical adjustments or strategies and ensure relevant staff understand and implement them. Review these in response to the pupil's needs and progress. | Staff working with the pupil understand the most important adjustments required. Adjustments are evident in practice and are amended where they are not having the intended impact. |
| **4. Reduce barriers arising from literacy, communication and language needs** | Identify where difficulties with reading, language or communication restrict a disabled pupil's access to the curriculum. Provide appropriate classroom adaptations and targeted or specialist support where required. | Pupils receive timely support and are increasingly able to access classroom teaching, resources and the wider curriculum independently. |
| **5. Ensure reasonable adjustments enable access to the wider curriculum** | Consider accessibility routinely when planning trips, enrichment, PE, clubs and other opportunities. Where a disabled pupil may face a barrier, plan reasonable adjustments at an early stage in discussion with the pupil, family and relevant professionals where appropriate. | Disability does not unnecessarily prevent pupils from participating in opportunities available to their peers. Adjustments are planned proactively rather than only in response to difficulties arising. |

School are encouraged seek out additional strategies where appropriate to best suit individual needs.

Ensuring the physical environment of the school is suitable to increase the extent to which disabled students can take advantage of education and associated services.

**Millbank Gardens Primary Academy** operates across several buildings, including both single-storey and two-storey facilities.

**Early Years Building**
The Early Years provision is primarily located on the ground floor, with all teaching spaces situated at ground level. Staff meeting and office spaces are available on the first floor; however, alternative meeting spaces are also available on the ground floor to ensure accessibility. The building benefits from ramped access at two entrance and exit points.

**Centre Block**
The Centre Block provides ramped access to the lower floors and includes classroom and office accommodation on the ground floor. Where access to upper-floor areas may present challenges, the school will consider reasonable adjustments to ensure pupils, staff, and visitors can access the services and activities required.

**Windmill Building**
The Windmill Building is a single-storey facility that accommodates SEND provision and is accessible at ground level.

**Main Block**
The Main Block comprises teaching and support spaces across multiple floors. Ramped access is available at two entrance and exit points, and a range of teaching spaces are located on the ground floor. The school is committed to making reasonable adjustments, including the allocation of ground-floor rooms and adapting room layouts where appropriate, to support the needs of pupils, staff, and visitors with disabilities.

A map identifying the school's accessible features is provided in **Appendix 1**. In addition, the school implements a range of measures to promote physical accessibility, including:

- The school reviews its evacuation and lockdown procedures annually (at a minimum) to ensure student needs are considered and included enabling both of these to be completed safely. Where required, students and staff will have a 'Personal Emergency Evacuation Plan (PEEP)' in place. Following an evacuation or lockdown event, staff are asked for feedback to ensure evacuation plans are effective.
- Wayfinding signage is reviewed frequently by the school facilities teams and the Principals to ensure it is clear and effective.
- The school has a defect reporting system in place to highlight any hazards that might impede accessibility

- Individual student needs will be assessed, and further adaptations can be made to support the students access to learning.
- Following measures set out in the Department for Educations guide to '*Inclusive education estates'.*

Improving the delivery of information to disabled students (and parents)

- Parents and students are encouraged to request for materials to be provided in a format that best suits their needs.

- Discussions take place with parents and students on how they feel they will be best supported
- Staff are made aware of any learning and environmental access requirements for students and are given training and information regarding any specific difficulties.

Future Academies takes its commitment to accessibility seriously; the Trust regularly reviews accessibility arrangements to ensure they are effective.

## Associated Policies

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Policy

**APPENDIX 1: Building Map**

