



ALEC REED ACADEMY
PROUD TO LEARN

Accessibility Policy & Action Plan

Policy Owner:	Anne Franklin	Approved By:	Board of Trustees
Target Audience:	Academy and local community	Requirement to Publish on Website:	Yes
Purpose:	To ensure accessibility for pupils, staff, visitors etc	Statutory Policy:	Yes
Review Date:	July 2028	Approval Date:	15 th July 2025

Accessibility Policy and Action Plan

Alec Reed Academy ensures it is accessible. This ensures that:

- Disabled pupils can participate in the curriculum.
- The physical environment of the school is monitored to ensure it enables disabled pupils to take advantage of education, benefits, facilities and services provided; and
- Information to disabled pupils is made available as needed.

Training for staff in meeting the needs of pupils with disabilities is a regular part of our annual training programme. Good practice with staff is raised annually and issues relating to visually impaired staff, parents and pupils and those who use wheelchairs or walkers are addressed, as and when the need arises.

We also routinely carry out risk assessments on staff and pupils who have disabilities. The SEND Leads are responsible for the needs of pupils, and they are supported by their line managers on the Senior Leadership Team to carry out risk assessments which relate to staff personal needs including those which relate to job descriptions such as use of VDU etc. Both then liaise with the HR team to ensure that any additional implications have been discussed. Further advice is sought as appropriate.

	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Building & Environment	The building/ environment is compliant with DDA regulations.	Regular checks are carried out to ensure compliance with the DDA	Monthly	Building Services Key Trustees	Finance Committee 15 th Oct 2025 11 th March 2026 24 th June 2026
Curriculum	We endeavour to avoid choosing texts or presenting scenarios which discriminate or condone or portray stereotypes. We challenge stereotypes across the curriculum and encourage pupils to be open minded in their attitudes to disability specific portrayals.	Improve consistency in provision for staff and pupils with VI/ SpLD. e.g. Consistently use enlarged fonts Yellow paper, black print etc Ensure that reasonable adjustments are made for pupils who present challenging behaviour e.g. additional staffing for PE, adjusted groupings and buddies	Annually in July Ongoing with annual review	Teachers and TAs	Primary DHT, High School VP's SENDCO at reviews. Education Committee meetings: 28 th Jan 2026 29 th April 2026

	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Achievement of pupils/ students		Continue with the use of tools available to us to check pupil/student achievement. Continue to provide additional support/ intervention.	Half termly	Data leads - Teachers and TAs	Education Committee: 28 th Jan 2026 29 th April 2026
Sports	We promote inclusion, all pupils are given an equal opportunity to participate in sports. We offer differentiated levels of activities and support where appropriate.	Continue to offer sports to all pupils. Continue to monitor attendance.	Termly	Inclusion lead + Teachers and TAs	Sports Leads + through SEND reports at Education Committee Meetings
After school and lunchtime Clubs	We promote inclusion, all pupils are given an equal opportunity to participate in lunchtime and after school clubs.	Continue to offer after school & lunchtime clubs to all pupils. Continue to monitor attendance.	Termly	Inclusion lead + Teachers and TAs	AP Enrichment AH Per Dev + through SEND reports at Education Comm
Staffing - Recruitment	All positions advertised are open to any applicant. Applications are judged strictly on merits according to ARA recruitment guidance. Candidate applications/interviews are scored against relevant criteria.	Ensure that all applications are judged on merit.	Ongoing	Principal/HT/	Through HR Committee: 5 th Nov 2025 18 th March 2026 17 th June 2026
Staffing - Pay	All employees are paid in line with nationally agreed pay scales.	Ensure that all staff are paid on correct scale.	Ongoing	Principal/HT/ HR/Finance	Through HR Committee: 5 th Nov 2025 18 th March 2026 17 th June 2026
Use of supply staff	We use agencies which supply suitably qualified staff. Any choice is based on the teacher's relationships with pupils, ability to follow school policies and teaching ability.	Ensure appropriate supply cover is obtained which promotes continuity and progression in pupil learning.	Ongoing	Principal/HT/HR Director	Through HR Committee: 5 th Nov 2025 18 th March 2026 17 th June 2026

	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Students, work placements, incl work exp	Placements are encouraged for all student trainees.	Ensure that all students receive appropriate support and that trainees promote continuity and progression in pupil learning	Half-termly	AHT responsible for placements	DHTs/ Placement Lead Monitor performance
Outside Agencies/ Teacher trainees	All staff are equally welcome in our school.	Ensure that all student teachers have access to appropriate support.	Half-termly	Principal/HT/ SENDCO	HT/SENDCO Monitor performance
Trustees – requirements of Articles	Positions are open to all. If we have more trustees than places, then the needs of the school will be paramount.	Ensure good quality governance.	Termly	Principal/HT/ Chair of Trustees	Trustees annual self-evaluation
Policies	School policies are regularly reviewed. A written timetable to review policies with statutory requirements is in place.	Ensure that all policies are considered and meet any statutory duty or guidance.	According to the review schedule	PA to the Principal/ Clerk to Trustees	Clerk to the Trustees
School Improvement Plan	Issues related to disability/equality are important to the school and are included where they are school priorities.	Ensure the plan refers to equality objectives as appropriate.	Half-yearly	Trustees/ Principal/HT /SLT	Trustees through the Education Committee
Contact with parents/ carers.	The building is fully accessible for parents/ carers and easy access rooms can be used for meetings as needed. Parents have access to this information through the translation tool on the website. Parent newsletters are displayed on noticeboards and on the school website.	ARA continue to strive to involve both parents/ carers in every pupil's education.	Half-termly	Principal/HT/ Marketing & Communications team	Principal/HT/ Marketing & Communications team.
Uniform	Our uniform policy promotes inclusion of all groups.	By minimising distractions caused by diverse attire, reducing social status differences based on clothing, and fostering a sense of unity and belonging.	Half-yearly	Principal/HT	Trustees through the Education Committee

	Situation at present	Action/ Objective	Timescale	People involved	Monitoring
Bullying	We challenge any pupil who espouses the view that people with disabilities are inferior in any way. This is challenged within our anti-bullying policy. Pupils are taught about the importance of respecting other people and how to relate positively with people of all backgrounds.	Monitor behaviour records and adapt PSCE curriculum and assembly content if necessary to challenge disability discrimination and teach ways of demonstrating equality through an ethos of anti-bullying	Termly	All staff.	Principal/HT/ Senior staff/ Trustees Reported through the Principals report to the Trustees.
CPD	Continue our programme of awareness of equality issues, termly health issues sessions with the school nurse; occasional sessions for all staff (Past sessions have included Team Teach - avoiding use of restraint; Anaphylaxis; Asthma)	Improving staff awareness	Termly	All staff.	Principal/HT/ Senior staff/ Trustees Reported through the Principals report to the Trustees.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the full Board of Trustees.

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 (SEND) information report

Supporting pupils with medical conditions policy