

Accessibility Plan

Campton Academy



Approved by:	Louise Day
Signed:	
Date approved:	September 2025
Next review due by:	September 2028

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. The current Plan will be appended to this document.

The purpose of the plan is to:

- Increase the extent to which pupils can participate in the school curriculum;
- Improve the physical environment of school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improve the availability of accessible information to disabled pupils, staff and visitors;
- Demonstrate how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe that our key duties are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To increase access to the curriculum for pupils with a disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To improve and maintain access to the physical environment of the school
- To improve the delivery of written information to pupils, staff, parents and visitors with disabilities

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

Campton Academy is committed to ensuring equal treatment of all of its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

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

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

2.1 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.

2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

2.3 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.

2.4 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 an auxiliary aid or adjustments to premises.

3 Linked policies

3.1 The accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety Policy
 - Special Educational Needs and Disability Policy
 - Equal opportunities Policy
 - Supporting Pupils with Medical Needs Policy
 - Teaching and Learning Policy
4. Reviewing/Monitoring

4.1 The Action Plan will be reviewed annually and monitored through the Resource Committee of the Governors.

4.2 The plan will be revised every three years

Appendix 1 - 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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Campton offers a carefully differentiated curriculum for all pupils which considers individual pupil needs. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Appropriate targets are set for pupils with disabilities as part of the IEP process. These are reviewed at least termly • The curriculum is reviewed to ensure it meets the needs of all pupils • Adaptations made to enable pupils with disabilities to fully access curriculum 	<ul style="list-style-type: none"> ••To ensure all pupils can access the curriculum with their needs met. 	<ul style="list-style-type: none"> • Any new books and learning resources to be identified and then purchased <p>Review the needs of new cohort - are there addition resources/training opportunities needed</p> <p>Thomas Rowell to carry out training around appropriate IEP targets September 2025 - these to then be transferred into IEPs and reviewed termly.</p>	<p>LD</p> <p>Thomas Rowell</p> <p>Teachers</p> <p>Teaching assistants</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities <p>IEPs writing with appropriate targets</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Disabled toilet with changing facilities ● Library shelves at wheelchair-accessible height ● Uneven surfaces clearly marked 	To ensure access to the physical environment is available to all	Chris Roast site agent with Louise Day to complete a school environmental audit to focus on accessibility for all. Action plan once the audit is completed.	LD CR	December 2025	Site audit completed with new site agent - reviewed and targets set.
To raise the profile of different disabilities and SEN needs including assembly focus	Pupils are supportive of one another and inclusive in their approach.	To provide age appropriate knowledge of disabilities and SEN for the pupils	<p>Assembly focus to include key disability/SEN awareness eg sign language day, mental health week etc</p> <p>Specific lessons to be included in PSHE schemes of work</p>	LD Assembly rota - all staff Teachers	Ongoing Ongoing	<p>Pupils to have a greater knowledge of different disabilities and SEN needs and how to support others.</p> <p>Curriculum includes specific teaching about</p>

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