Paddington Academy
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PADDINGTON ACADEMY

Accessibility Plan

2026-27

Paddington Academy 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			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	**Actions**	**Person Responsible**	**Timescale**
Disabled students can participate effectively in lessons.	Review access needs as students join or needs change. Share relevant guidance and adjustments with staff. Use quality assurance and staff development to identify and address barriers to learning.	SENDCo and Vice Principal for Teaching and Learning	From October 2026; reviewed annually
Disabled students can access trips, clubs and wider opportunities.	Consider accessibility when planning activities and discuss reasonable adjustments with students and families where appropriate.	SENDCo and activity leaders	During planning of relevant activities
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	**Actions**	**Person Responsible**	**Timescale**
Physical barriers are identified and appropriate improvements are prioritised.	Review site accessibility, including access routes, facilities and signage. Record significant barriers and consider actions through premises and improvement planning, taking account of identified student needs.	Business Manager and site team	Initial review by October 2026; annually thereafter
Individual access and evacuation needs are addressed.	Review access and emergency evacuation arrangements for students who require them, including individual plans where appropriate.	SENDCo and Health and Safety lead	As part of student induction; reviewed as appropriate
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	**Actions**	**Person Responsible**	**Timescale**
Disabled students receive information in an accessible form.	Consider individual communication needs and student or parent preferences. Provide information in suitable alternative formats within a reasonable time where required.	SENDCo and relevant staff	As needs arise; process reviewed annually

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.