



The Fitzroy Academy **Accessibility Plan**

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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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 learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our school's aim is to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

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 Policy and 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

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 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.

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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a bespoke and differentiated approach for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students from their starting point and in line with their EHCP outcomes. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed regularly to ensure it meets the needs of all students. Adaptations and responses to improve access for a student who develops health needs	To ensure full access to an appropriate curriculum for each student at The Fitzroy Academy.	Regular staff meeting updates/discussions relating to diversity and equality of resourcing Ensure visuals are in place to support learning and communication Termly reviews of the curriculum to ensure it is accessible and effectively meeting the needs of all students	All school staff	Ongoing	All students have an equal ability to access a curriculum that is broad and balanced to their needs.

Improve and maintain access to the physical environment	The Fitzroy Academy has: • Disabled access toilets • A fully accessible sensory room	To ensure all learners can access their educational programme.		Head Teacher	Academic year and ongoing	Students can access their educational programme both indoors and outdoors.
Improve the delivery and provision of information to students with a disability	Everything that we do as a school is designed to meet the needs of the individual and this may include adaptations such as; • Internal signage • Large print resources • Pictorial or symbolic representations • Use of sign language to support understanding	To ensure everyone can access the necessary information and learning	Monitor student needs and respond as required Purchase of equipment and resources according to individual need Training for all staff if necessary in; Makaton Sensory integration Intensive Interaction Consistent use of symbol resources (Widget) across the school	SENCo and Head Teacher	Monitor needs regularly	Students and visitors can access the required information.
Develop staff knowledge and understanding of how to remove barriers to learning	Bespoke approach for each student to maximise their access to the curriculum	To ensure barriers to learning are removed for all students	On-going staff training and support from SENCo regarding approaches and tools to use. Training as above.	SENCo and Head Teacher	Ongoing	Students able to access the full curriculum and make progress.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Disability, Equality and Accessibility Policy
- Special educational needs (SEN) Policy
- Supporting students with medical conditions policy

Date of review	August 2025
Next Review	August 2028
Reviewed by	Head teacher

Appendix 1: Accessibility audit for The Fitzroy Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2			
Corridor access	All clear			
Lifts	0			
Parking bays	Marked out by Head Office, not marked out by school buildings	Disabled bay and parking bays to be marked out on car park by Main House and Stables	Paul Scott	December 2026
Entrances	Good access			
Ramps	Not required to lower floors of the school buildings. Small ramp at entrance to ILS room Dragonfly Class has ramp access			
Toilets	Disabled toilets available in main school, head office and Log Cabins			

Reception area	Sufficient space, clear area.			
Internal signage	To be reviewed	Signs throughout the school building to be checked and reviewed.	Head Teacher and Maintenance team	December 2026
Emergency escape routes	Clearly marked and accessible			
Access to interactive whiteboards, kitchen worktops and toilets for varying age students	Interactivity and access needs are accessible to all students			