



Mercia
Learning Trust

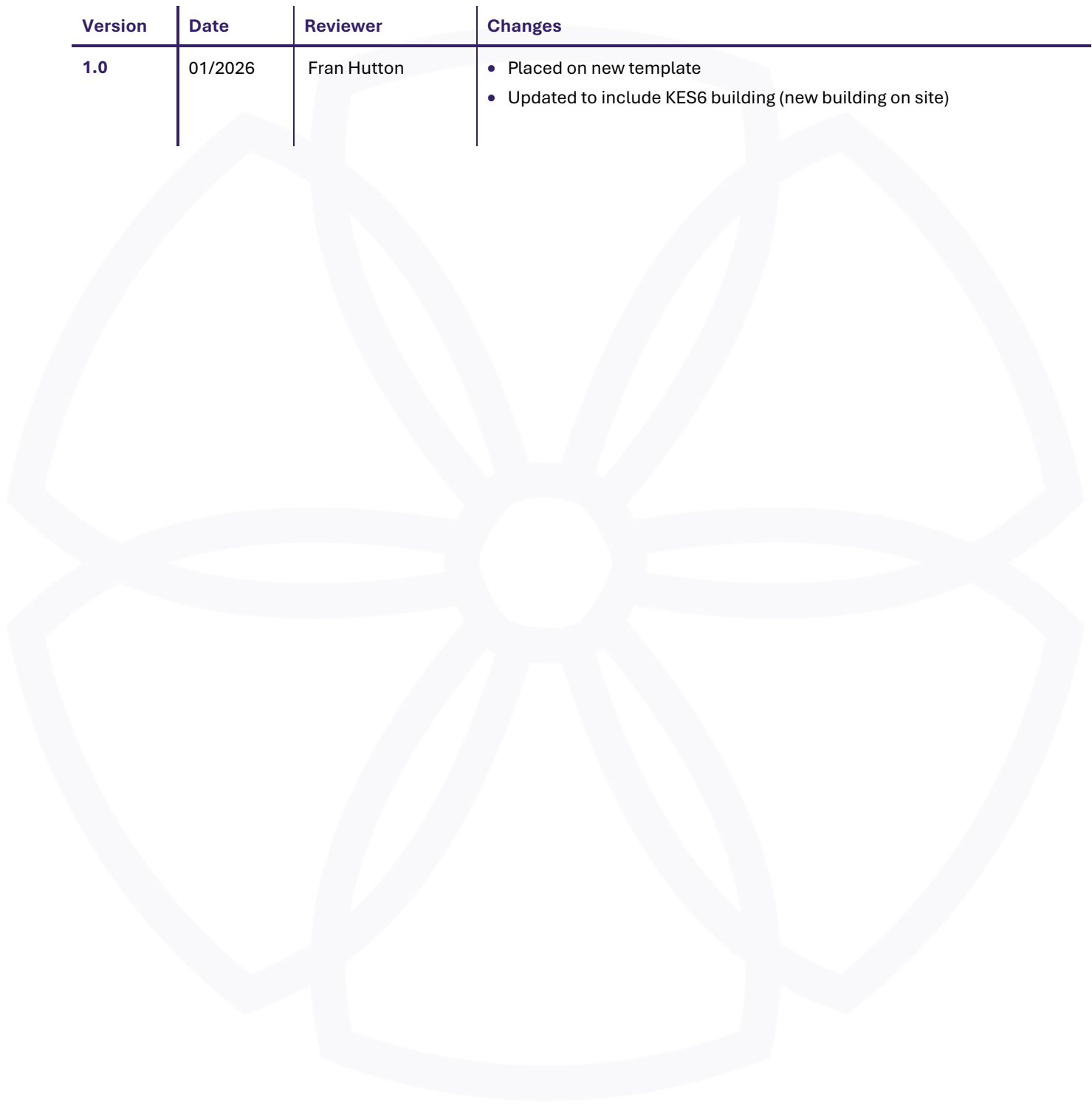
Accessibility Plan

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DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Version	Date	Reviewer	Changes
1.0	01/2026	Fran Hutton	<ul style="list-style-type: none">Placed on new templateUpdated to include KES6 building (new building on site)



1. Introduction

- 1.1. Mercia Learning Trust is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.
- 1.2. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).
- 1.3. The definition of disability in The Equality Act (2010) states that a person has a disability if:
 - 1.3.1. They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 1.4. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

2. Equality Act (2010)

- 2.1. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child or young person unfavourably.
- 2.2. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty). The governors of our schools have a duty to publish an Accessibility Plan.

3. Scope of the Accessibility Plan

- 3.1. This plan covers all three main strands of the planning duty for King Egbert School by:
 - 3.1.1. managing and improving the physical environment of our schools for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
 - 3.1.2. ensuring that the curriculum is adapted, to meet the learning needs of children and young people with SEN and disabilities and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
 - 3.1.3. ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

4. Aims

- 4.1. Our trust will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the school will take account of:
 - 4.1.1. the practicalities of making adjustment.
 - 4.1.2. Health and Safety factors.
 - 4.1.3. our trust's financial situation.
 - 4.1.4. the interests of other pupils.
 - 4.1.5. the need to maintain academic standards.
- 4.2. All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness.

5. Planning Duty

5.1. Our trust recognises its duty under The Equalities Act 2010:

- 5.1.1. not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- 5.1.2. not to discriminate (directly or indirectly) against disabled pupils.
- 5.1.3. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- 5.1.4. to publish an Accessibility Plan.

5.2. King Ecgbert School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- 5.2.1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 5.2.2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the school and physical aids to allow pupils to access education.
- 5.2.3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / braille.

6. Consultation

- 6.1. The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

7. Policies

- 7.1. Compliance with The Equalities Act 2010 is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEND Policy. The Accessibility Plan will contribute to the review and revision of related school policies.

8. Reviewing, Monitoring and Evaluating the Plan

- 8.1. Adequate resources will be allocated to enable implementation of the plan.
- 8.2. The plan will be informed by feedback from parents, pupils and people with disabilities.
- 8.3. The plan will be kept under review and revised as necessary.
- 8.4. The plan will be published and is available on request, along with comment about progress.
- 8.5. The plan will be subject to monitoring by Ofsted during inspections.

Area	Agreed Actions	Success criteria	Deadline
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Flat bridge access to main reception area • Lift access to all three floors in the main building • Accessible disabled toilets on every floor including in the PE area • Wide corridors throughout the main building – students keep to the left to support movement • Sixth form site is single storey and fully accessible • Information about new starters is gathered and shared appropriately so that access to support can be put in place in advance 	<ul style="list-style-type: none"> • All students, staff and visitors can access the building as required • All students, staff and visitors can access toilet facilities • New students can access all facilities and all areas of the school 	Ongoing
All students, staff and visitors are safe inside the building	<ul style="list-style-type: none"> • Trained first aiders are available in all areas • Training is refreshed regularly and an up-to-date list of first aiders is maintained • Safety plans are written for individual students as necessary and shared with key staff • Regular health and safety audits are carried out with appropriate stakeholders • Clear signs supporting movement around the building are on display • Fire evacuation plans are in place and are updated regularly to incorporate arrangements for students with disabilities • Staff are trained to use equipment such as Evac chairs where appropriate • Both accidents and near misses are recorded 	<ul style="list-style-type: none"> • Health & Safety issues are identified and rectified - lessons are learned from near misses • Safety plans for students are up to date and shared and understood by all key staff • Trained first aiders are available when required • Students can access clear signage to support safe movement around the buildings 	Ongoing
Maintain and increase access to the curriculum for all students with a disability	<ul style="list-style-type: none"> • Provide regular training for all staff so students with SEND can make as much progress as their peers • Continue to invest in specialist equipment as required so that students can participate in all areas of the curriculum • Ensure all efforts are made so that trips and visits are accessible to all students • Have an inclusive extracurricular programme • Provide reading intervention so all students can access the curriculum • Ensure that all information about the needs of students is shared with staff as necessary • Provide resources that are adaptable so that all students can access them Options process open to all students 	<ul style="list-style-type: none"> • All students can access and make the same or better progress as peers in the curriculum • 100% of students can access extracurricular opportunities • 100% of students can access trips and visits 	Ongoing