



Accessibility Plan

Date: June 2025

Approved by:	Premises Committee	Date: 11 th June 2025
Signed (on behalf of the Board of Trustees):		
Signed (on behalf of the Trust):		
Last reviewed:	June 2025	
Next review due by:	June 2028	

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This policy sets out our approach to accessibility for **TEAM Multi-Academy Trust**.

Section 7 sets out the accessibility action plan for Pilton Infants Academy and Pilton Bluecoat C of E Academy.

1. Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

The Equality Act 2010 provides that *'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'*. Schools and academy trusts are required to make 'reasonable adjustments' for those with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that those with a disability faces in comparison to those without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

2. Aims

This Accessibility Plan is intended to comply with the Trust's obligations under current equality legislation, including in particular Schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

TEAM Multi-Academy Trust aims to treat all of its school communities fairly and with respect. This involves providing admission, access and opportunities for all without discrimination of any kind.

The Trust has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for those with disabilities.

No pupil will be refused admission to one of our schools on the basis of their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we will take all reasonable steps to provide effective educational provision.

Each school's Action Plan (Section 7) contains relevant and timely actions to:

<p><u>Strand A:</u></p> <p>Increase the extent to which disabled children can participate in the curriculum.</p>	<p>The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.</p> <p>Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.</p>
<p><u>Strand B:</u></p> <p>Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.</p>	<p>This strand covers improvements to the physical environment of the school and physical aids to access education.</p> <p>The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.</p> <p>Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and wayfinding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.</p>

	Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.
<u>Strand C:</u> Improve the availability of accessible information to disabled children.	<p>This part of the duty covers planning to make written information normally provided by the school to its pupils– such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by students or their parents/carers about their preferred means of communication.</p> <p>The school should consider how all information normally provided in a written format including work sheets, timetables, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.</p>

As a Trust, we also recognise our responsibilities towards employees with disabilities and we will therefore:

- monitor recruitment processes and procedures to ensure individuals with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable employees with disabilities to access the workplace

Our Accessibility Plan also extends to our families and school communities and we will therefore:

- ensure any information shared with our school communities is accessible to those with disabilities
- undertake reasonable adjustments to enable those with disabilities to access our school sites and events
- provide appropriate support and provision to those with disabilities to ensure they are able to engage with each school effectively and without barriers

3. Legislation and Guidance

- [Equality Act 2010](#)
- [The Equality Act 2010 and Schools: DfE advice](#)
- [SEND Code of Practice January 2015.pdf](#)
- [TEAM Multi-Academy Trust - Articles of Association](#)
- [TEAM Multi-Academy Trust - Master Funding Agreement](#)

The Trust Board of Directors (known as Trustees) has overall responsibility for ensuring that there is compliance with this legislation. Each Local Governing Body has delegated responsibility for monitoring compliance of the Accessibility Plan within their individual schools.

4. Vision and Values

As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.

At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.

We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward, we remain dedicated to creating enriching experiences and lifelong memories for our children.

We are steadfastly committed to ensuring that every child, staff member and stakeholder feels valued, respected and included. Every experience, culture and perspective within our community enriches our collective journey allowing us to live and learn with love and inclusivity to others.

Inclusive Curriculum

Through a curriculum that reflects diverse cultures and histories, we provide opportunities for every child to live their educational journey to the fullest, fostering a love for learning and respect for all stories.

Regular Training

Our staff are immersed in training to ensure that the life of our schools is filled with love, respect and an inclusive spirit, enhancing our collective learning experience.

Stakeholder Engagement

Living our vision means extending our arms to parents, guardians and the wider community, sharing our love for education and learning from their invaluable perspectives.

Student-Led Initiatives

We champion our pupils, encouraging them to live their aspirations, express their love for their community and learn leadership skills by spearheading initiatives that promote unity and understanding.

Accessibility Focus

To ensure every member of our community experiences life, love and learning to the fullest, we prioritise making all resources and facilities universally accessible.

Regular Reviews

Living our commitment to its fullest potential, we frequently review our approaches, learning from feedback and lovingly adapting to the evolving needs of our community.

Celebration of Diversity

Our schools host events that not only foster a love for the various cultures within our community but also enable every individual to live their identity to the fullest and learn the value of diversity.

Zero Tolerance Policy

We believe in a life free from discrimination, a community where love overrides prejudice and a learning environment where everyone feels secure.

Community Outreach

Our commitment to life, love and learning extends beyond our school gates. We engage in local initiatives that embody our vision, creating a ripple effect of inclusivity in North Devon and further afield.

At TEAM Multi-Academy Trust, our vision of 'Life, Love and Learning to the Full,' is more than words - it is our ethos, mirrored in every action we take, every lesson we teach and every life we touch.

5. Monitoring and Review

This policy and the accompanying action plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of Inclusion for the Trust with each school reviewing their action plan (namely the Head of School, SENDCo and Local Governing Body) and approved by the Trust's Premises Committee.

6. Links with Other Policies

This policy and accompanying action plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Supporting pupils with Medical Conditions Policy

- SEND Policy
- Each school's SEN Information Report
- Equalities and Diversity Policy
- Equality Information and Objectives Statement

The Trust's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in any Trust school, this procedure sets out the process for raising these concerns. This is available on each school's website.

7. Accessibility Action Plan for Pilton Infants Academy & Pilton Bluecoat C of E Academy

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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Offer an adapted and inclusive curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of all people to promote diversity and inclusion • Curriculum progress is tracked for all pupils, including those with a disability to ensure that everyone makes progress and good attainment is achieved by all. 	<p>Short term: Pupils with Specific Literacy Difficulties (SpLD) are identified early and barriers to learning pinpointed using assessment tools. Teachers are clear of adaptations and supports needed to remove these barriers.</p>	<p>Teachers to use Needs indicator tool to identify possible areas of needs.</p> <p>Training for TAs/Teachers to use SpLD assessment tools to identify gaps in learning.</p> <p>Parents evenings & SEND support meetings.</p>	Head of school, SENDCo, Key stage Leads, Dyslexia specialist TA	Termly using classroom assessment data	All pupils are well tracked in literacy learning, and assessments are quickly utilized when struggling pupils are identified by classroom staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs, co-created with the class teacher, child and family. • The curriculum is regularly reviewed to make sure it is relevant, inclusive and accessible for the needs of all pupils. • Ordinarily Available Inclusive Provision (OAIP) is intertwined into everyday practice and regularly reviewed and updated according to the needs of each school, class, group and individual within it. 	<p>Teachers to share barriers with parents and supports in place.</p> <p>Medium term: SENDCo to work alongside staff to identify barriers and put in place supports/ make adaptations.</p>	<p>SENDCo to work alongside teachers and support staff to train in using SpLD assessment tools.</p> <p>SENDCo to produce user guides and prompts for staff to enable independent application of assessments and next step approaches to consider.</p>	<p>Ossian Pleasance (SpLD lead), Director of Inclusion, Head of School, SENDCo, Dyslexia specialist TA.</p>	<p>Termly On-going</p>	<p>Teachers/TA's will draw upon a bank of resources/supports they can draw upon to support children's needs.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Staff undertake first-aid and specific medical training where needed to support individual needs, e.g. diabetes, asthma. • All pupils are screened in reception and year 3 using speech and language links programs to identify SLCN needs and to scaffold interventions and whole-class good practice. • Staff support children with visual and hearing impairment to access all areas of the curriculum, seeking advice from external professionals where needed. 	<p>SENDCo and Specialist TA to work with Dyslexia specialist teacher to increase repertoire of knowledge and support.</p>	<p>Staff audit to assess Teacher and TA confidence levels & plan for gaps in knowledge with training & support.</p>	<p>Ossian Pleasance (SpLD lead), Director of Inclusion, Head of School, SENDCo, Dyslexia specialist TA</p>	<p>On-going</p>	<p>Teachers will feel confident in making decisions on how best to support children with specific literacy difficulties, involving the SENDCo for a smaller proportion of children.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<p>Long Term: For all teachers to confidently identify children with specific literacy difficulties and to be confident to draw upon tools, supports and adaptations to remove barriers to learning so children make progress.</p>				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment of the school is adapted to the needs of pupils, staff and families as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps around the site • Corridor width to fit a wheelchair or buggy • Main entrance door width to fit a wheelchair or buggy • Disabled parking bay • Accessible toilet and changing facility • Library shelves at wheelchair-accessible height • Lines painted on the edges of steps to make them highly visible. 	<p>Short term: To ensure that all lines of steps and edges are re-painted to make these clear for pupils and adults with a visual impairment.</p> <p>Medium term: Ensure the toilets are places that both adults and children with sensory needs feel comfortable to use.</p> <p>Long term:</p>	<p>Accessibility audits to be carried out to ensure accessibility is maintained and carefully planned for within the schools.</p> <p>Lines on the edges of steps to be maintained.</p> <p>Sensory audit of toilet areas with special considerations to auto lighting and fresheners.</p>	<p>SENDCo, Head of School, Premises team</p> <p>Premises team</p> <p>SENDCo & Premises team</p> <p>Whole staff</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>The school site is well maintained and accessible for all.</p>

		All areas of the school are physically accessible to children, parents, staff and visitors	Entrances, corridors and walkways through classrooms/shared areas to be kept clear and clutter free.			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school use(s) a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Whiteboard background screens are set to an off-white cream colour, yellow or blue depending on the needs of the class. 	<p>Short term: Clear communications of safety and important information on display in and around the school will be visibly accessible to all, including widgeit pictorial signage, braille and in languages spoken by families within our school community.</p>	<p>Staff training, including office staff on using widgeit and picture friendly communications around the school.</p> <p>Investigate the use of braille signage around the school sites.</p> <p>Trial using Google Translate to offer alternative language translated newsletters.</p>	<p>SENDCO, Assistant SENDCO</p> <p>Head of School, Office and Premises team</p> <p>Office staff</p>	<p>On-going</p>	<p>Parents/carers and visitors are supported to access the school's information systems for clear communication.</p> <p>Parents/carers and visitors are supported to access the school's information systems for clear communication.</p>

	<ul style="list-style-type: none"> • Pupil books are offered in blue and yellow page colours where a child suffers with visual stress. • Makaton signing to support communication. • Visual timetables in all classrooms. • Pupils with identified SEND needs can record in a variety of ways so they can demonstrate their learning including assisted technologies. 	<p>Medium term: To ensure that communication between home and school is clear. Offer weekly newsletters to be printed in other background colours, font sizes and languages to ensure that families who have English as an additional language or visual disabilities are well informed of the school community events.</p> <p>Staff are confident in being able to produce visual scaffolds to support all learners in their writing.</p>	<p>Staff trained to use widgeo to make adapted learning resources to support writing across the curriculum.</p>	<p>SENDCo to seek help from Teri Powley to deliver whole staff Widgeo training.</p>	<p>On-going</p>	<p>Pupils are effectively and successfully able to access and record work.</p>
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		Long term: Continue to work with the Visual Impairment team specialist Richard Thorne and follow recommendations made.	Regular reviews with the VI team.	SENDCo & Assistant SENDCo	On-going	Pupils are effectively and successfully able to access and record work.
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