

## Accessibility Statement and Plan

Policy Ref:	Gen001
Purpose	To ensure that we recognise our duties under the Equalities, DDA and SEN and Disability Acts to ensure that we provide a fully accessible environment for all pupils, staff, parents/carers and visitors to the Academy.
Committees	Staff and Pupil Wellbeing
Other linked policies	Anti-Bullying, SEN Local Offer,
Issue date	October 2025

At Inspire Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. At Inspire, we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request.

### Legislation and guidance

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring
Access to medical room	To ensure the medical room is cleared and accessible should this space be required	FM staff Teachers Teaching assistants	On-going	Pupils are able to access the medical room should this be required	SLT FM staff SENDCO
Access to disabled toilet – require staff assistance	To ensure that staff are made available should occasion arise	Teachers Teaching assistants	In place	Pupils able to access disabled toilet	SLT SENDCO
Raise staff awareness of disability whenever appropriate	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities	Trust Health Authority. Disability Rights Commission All school staff. Visual impairment team Hearing impairment team	On-going	Teachers and TAs aware of needs. Information & support shared between staff.	SLT SENDCo Class Teachers TAs  Other non-teaching staff



	<p>Promote disability equality via</p> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• PSHE lessons</li> <li>• Assemblies</li> <li>• Celebrating difference</li> <li>• Celebrating significant days or weeks</li> </ul>	<p>Whole staff</p> <p>Outside agencies</p>	<p>On-going, termly</p>	<p>Increased whole school awareness of disability issues</p>	<p>SENDCo</p> <p>All staff</p>
<p>Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities</p>	<p>Thorough planning.</p> <p>Advance visits.</p> <p>Risk assessments.</p>	<p>Visit leaders.</p> <p>Principal</p> <p>Other relevant professionals -eg OT / Physio</p> <p>Parents</p>	<p>On-going</p>	<p>School trips and residential visits are accessible for all pupils.</p>	<p>Principal</p> <p>Trip leaders.</p> <p>Feedback from pupils</p> <p>Feedback from parents</p>
<p>Ensure that after-school clubs and care provision facilities are accessible for all pupils</p>	<p>Ensure access is available for all pupils including those with physical/sensory disabilities.</p> <p>Provide adult support if necessary.</p> <p>Make physical adaptations as required.</p>	<p>Leaders of after-school clubs.</p>	<p>On-going</p>	<p>After-school clubs and care provision is accessible for all pupils.</p>	<p>Principal</p> <p>SLT</p> <p>SENDCo</p>