Siddal Primary Accessibility Plan

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Polaris
Multi-Academy Trust

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1. Purpose of the Accessibility Plan

This Accessibility Plan sets out how the academy will increase access for disabled pupils in line with the Equality Act 2010 and current Department for Education statutory guidance. The academy is committed to ensuring that all pupils, regardless of disability, can participate fully in the curriculum, access the physical environment and receive information in accessible formats.

2. Legal Context

This plan meets the requirements of Schedule 10 of the Equality Act 2010, DfE advice on statutory policies for schools, and the SEND Code of Practice (0–25 years).

3. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4. Timeframe of implementation and review

The plan will be reviewed on a 3-year cycle and/or when new statutory guidance is issued by regulators.

5. Aims and Principles

The academy aims to remove barriers to learning, anticipate the needs of disabled pupils, make reasonable adjustments proactively, and work in partnership with pupils, parents and external agencies.

6. Accessibility Action Plan

The key areas of focus of the accessibility plan are below. for the academy. More detail on the academy's key actions under each of these criteria can be found in appendix A.

A. Increasing Access to the Curriculum

- Staff training on inclusive classroom strategies
- Adaptive teaching approaches embedded across subjects
- Inclusive enrichment and educational visits

B. Improving the physical environment

- Regular accessibility audits
- Review of toilets, medical and hygiene facilities
- Improved signage and wayfinding

C. Improving Access to Information

- Available alternative formats for written information
- Accessible academy website
- Assistive technology where required

7. Monitoring and Review

This plan will be reviewed annually and fully updated every three years. Oversight rests with the Local Governing Body. The plan will be published on the academy website.

Appendix A: Accessibility Plan

Section A: Improving Access to the Curriculum

This table outlines the academy's approach to improving the curriculum for disabled pupils, , in line with statutory guidance.

Objective	Actions	Responsibility	Timescale	Success Criteria
Increase participation of disabled pupils across the curriculum	Embed inclusive and adaptive teaching strategies across all subjects	SLT / Teaching Staff	Ongoing	Disabled pupils participate fully in lessons and learning activities
Improve staff confidence in meeting a wide range of needs	Provide regular staff training on inclusive practice and reasonable adjustments	Headteacher / SENCo	Annual	Staff demonstrate inclusive practice and confidence in supporting needs
Ensure assessment is accessible	Adapt assessments and provide reasonable adjustments where required	Teaching Staff / SENCo	Ongoing	Assessment outcomes accurately reflect pupils' knowledge and skills
Support access to enrichment and wider curriculum opportunities	Review educational visits and enrichment activities to ensure inclusion	EVC / SLT	Annual	Disabled pupils can access trips and enrichment safely and confidently
Respond effectively to individual need	Use personal plans and individual risk assessments where appropriate	SENCo / SLT	As required	Barriers to learning are reduced for individual pupils

Section B: Improving the Physical Environment

This table outlines the academy's approach to improving the physical environment for disabled pupils, parents and carers, in line with statutory guidance.

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve physical	Carry out regular	Site Manager / SLT	Annual	Identified barriers are

access to buildings and learning spaces	accessibility audits of classrooms and communal areas			addressed or mitigated where reasonably practicable
Ensure facilities meet pupil needs	Review availability and suitability of toilets, medical and hygiene facilities	Trust / Academy Leadership	Medium term	Facilities support dignity, safety and independence
Improve navigation around the academy site	Install clear signage and visual aids where appropriate	Site Manager	Short term	Pupils can move around the site safely and independently
Ensure safe access for emergency situations	Review evacuation procedures to include disabled pupils	SLT / Site Manager	Annual	Emergency procedures account for all pupils' needs
Plan future improvements proactively	Consider accessibility requirements when planning refurbishments or new works	Trust Estates / Academy	Ongoing	Accessibility is embedded into long-term site planning

Section C: Improving Access to Information

This table outlines the academy's approach to improving access to information for disabled pupils, parents and carers, in line with statutory guidance.

Objective	Actions	Responsibility	Timescale	Success Criteria
Ensure written information is accessible to all disabled pupils	Provide information in alternative formats including large print, simplified text, visual supports, symbols or audio where required	SENCo / Admin Team	As required	Pupils can access key information independently or with appropriate support
Improve digital accessibility for	Ensure the academy website and published	Trust / Academy	Annual review	Website content is accessible and meets

pupils and parents	documents meet accessibility standards (clear fonts, readable layouts, screen-reader compatibility)	Business Manager		statutory expectations
Support pupils with communication and interaction needs	Use visual timetables, task boards, now/next aids and digital tools to support understanding	Class Teachers / SENCo	Ongoing	Improved engagement and reduced barriers to learning
Improve accessibility of parent communication	Provide translated materials or interpretation services where required	Admin Team / SENCo	As required	Parents can understand and engage with academy communications
Ensure assessment and feedback are accessible	Adapt feedback formats including verbal, visual or recorded feedback where appropriate	Teaching Staff	Ongoing	Pupils understand feedback and next steps
Support pupils with sensory needs	Provide assistive technology or adapted resources such as coloured overlays, sound amplification or visual supports	SENCo	As required	Reduced sensory barriers and improved access to learning
Ensure emergency and safety information is accessible	Adapt emergency procedures, signage and instructions for	Site Manager / SLT	Annual review	Pupils can follow safety procedures safely and confidently

	pupils with disabilities			
Promote consistency across the academy	Share guidance and expectations with staff on accessible communication and information formats	SLT / SENCo	Annual	Staff consistently apply inclusive communication practices