

Accessibility Plan

Last Review Date	June 2026
Next Review	June 2027

INTRODUCTION

This Accessibility Plan is in accordance with current legislation and requirements specified in The Equality Act 2010, schedule 10 - Accessibility for disabled pupils.

The Headteachers of Acorn Park School are accountable for ensuring the implementation of the Accessibility Plan alongside the Senior Leadership Team who will review and report on progress of the Accessibility Plan over the next three years.

DEFINITION

Equality Act 2010 defines disability as:

‘A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to complete normal daily activities’.

In the Disability Discrimination Act 1995 (DDA) *substantial* means *more than minor or trivial*.
Long-term means *has lasted or is likely to last more than 12 months*.

The definition of disability is broad and includes a wide range of impairments including:

- Autism
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Sensory impairments
- Speech and Language impairments
- Dyslexia
- Diabetes
- Epilepsy
- Obsessive Compulsive Disorder (OCD)
- Genetic developmental disabilities

This is not an exhaustive list and all those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

All our students would be included in this definition.

VISION STATEMENT

The school’s ethos is underpinned by a guiding principle that the young people are placed at the heart of everything we do. This means supporting them to achieve their potential, but much more than this, it means making sure that the things that are important to them are important to us.

We make every effort to make sure that the young people are respected as individuals, and encouraged to exercise choice, and every member of staff is tasked with advocating for the young people they work with.

We make sure that we work in partnership with families, recognising that we share a commitment to the young people's welfare and valuing the knowledge and experience that family members offer.

We recognise that our young people have a vast range of academic and cognitive abilities along with very individual communication and learning styles and so we offer different pathways to meet those diverse needs.

Each child who joins our school community will be welcomed into a high-quality inclusive provision and valued regardless of gender, race, belief, physical disability or learning difficulty. This Accessibility Plan focuses on supporting the school's Equality objectives. At Acorn Park School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities.

Outcomes First Group also recognises its responsibilities towards employees with disabilities, and will:



- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

1.0 DEVELOPMENT & REVIEW

The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.



Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Ensure all pupils have access to a curriculum appropriate to their needs	2 curriculum pathways (Formal and Semi-Formal) to meet the needs of all pupils across the school. The school offers a personalised approach to the curriculum for all pupils in line with their EHCP needs.	To regularly review the curriculum for both pathways to ensure that all pupils across the school have a suitably challenging and supportive curriculum. To maintain gold award standard of Ask, Accept, Develop Strategy.	A wider qualification offer to pupils in formal 6 th form and Semi-Formal Post-16. A greater range of Maths and English qualifications for Y11s to ensure all pupils have a range of qualification routes.	Co-Headteachers	September 2026



	Curriculum progress is tracked for all pupils using Evidence for Learning. Pupils are supported to access the curriculum using AAD strategies and a Trauma Informed Approach.		A wider choice of Equals curriculum within the Semi-Formal pathway, Formal and Informal to cater for task-based learning and process-based learning.		
Improve the delivery of written information to pupils	There is a range of communication methods used around the school site in line with our Total Communication Approach, to ensure that information is accessible. This includes: • External signage • Internal signage • Now and Next boards • Social stories • Pupil specific concern posters around school. • Pupil friendly anti-bullying leaflet.	For all relevant policies to have a pupil friendly/ accessible version available. To maintain the use of visuals alongside written information.	To create and share a pupil friendly version of the behaviour policy	Assistant Head – Quality and Compliance Behaviour Lead	September 2025 Ongoing throughout 2025/26



Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	Disabled parking bay marked at Reception. Area is well lit. Ground is even.	Ensure markings are clear, and unobstructed at all times.	Facilities Team	Ongoing
		Ensure parents are aware of accessible parking bays when being invited to meetings	SELT	Ongoing
Entrances	Fobbed access system on main gate, and reception doors to aid security measures.	None required.	Co-Headteachers and Facilities Team	N/A



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Vertical Movement and internal level change	Stairs are well lit. Stairs are kept clean, tidy and free from obstruction at all times. There are many sets of stairs on site. They are a standard size of about 1 and half people wide. There are no multiple flights of stairs. There are no lifts on site. A person with a disability such as being wheelchair bound would be able to evacuate at ground floor level but not upper floor level so this would restrict the person to stay on the ground floor. A portable ramp is held in reception.	Maintain and ensure access. Where parents are not able to access classrooms on 1st floor, work to be brought to them on celebration days (in a suitable location). Photos and video tour of the classroom and surrounding areas to be offered where applicable.	General staff team and facilities team Class teachers and SEND team	Ongoing Ongoing
Horizontal Movement	Corridors are kept clear at all times for general access. All deliveries are now put into a mail room to reduce trip hazards and aid security. All fire safety signs are highly visible and have been replaced with "Dayglow" glow in the dark signage. There is a lack of tactile items available for users.	Weekly checks to ensure areas are safe and accessible. Child friendly signage to be considered and purchased for reception.	All staff. Extended Leadership team to report and resolve issues as they arise. Facilities and Clinical team	Ongoing September 2025



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Doors	Some internal doors are security/fire doors, therefore are heavy and windowless. This can make it difficult to know if someone is on the other side. Most are fitted with slow closing mechanism and all are checked on a monthly basis. Many doors are security doors that require a fob to open, All fire door records are kept in the Fire Logs in the FM's office.	Replacement doors to include a window pane. New doors to be fobbed wherever possible	Facilities Team	Completed – Ongoing consideration for replacement/ new doors
Toilets	Our buildings have downstairs toilets with easy access. A disabled toilet in Reception with fitted alarm systems. Smaller toilet and cubicles fitted in EYFS area of school.		Co-Headteachers and Facilities Team	N/A
Internal signage	Disabled toilets clearly marked.	None required	Co-Headteachers and Facilities Team	N/A



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Information	There are currently a variety of communication routes that includes signage and clear instructions from a receptionist that is here from 0800-1600 hrs Mon-Fri.	Updated welcome sign to be created at front of site. 'Finger post' with directions to buildings/ areas to be added in key locations around site.	Co-Headteachers and Facilities Team	September 2026
Emergency escape routes	Clearly marked emergency exit routes, as per fire evacuation plan. The site has an extremely robust fire management system in place and is monitored regularly by the FM. All staff are fire awareness trained and many are fire marshals. All staff and students practice fire drills once a month and know exactly how to comply during a fire alarm/emergency. All access/degress routes are checked daily and fire walk round checks are conducted by the FM on regular intervals. A person with a disability such as being wheelchair bound would be able to evacuate at ground floor level but not upper floor level so this would restrict the person to stay on the ground floor.	Continue weekly alarm tests and scheduled fire drill practices.	Co-Headteachers and Facilities Team	N/A



	Students who require one will have a Personal Emergency Evacuation Plan (PEEP) and the relevant staff will be familiar with their plan.			
		Create, maintain and update PEEP's when required.		Ongoing

4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Headteacher/ Heads of School.

5. Links with other policies This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND policy