

Accessibility plan – 2026 - 2028

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1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Erasmus Darwin Academy is committed to creating an environment where every pupil, staff member, and visitor can participate fully, thrive academically, and feel a strong sense of belonging. Our approach to accessibility is rooted in the school's core values of hard work, high aspirations, limitless opportunities and the belief that diversity strengthens our community. These values shape the way we design our curriculum, organise our environment, and deliver our pastoral and safeguarding systems.

We recognise that individuals and groups may face different barriers to learning or participation. Our responsibility is not simply to acknowledge these differences but to actively remove obstacles, adapt our provision, and ensure that no pupil is disadvantaged because of disability, special educational need, background, identity, or circumstance. This commitment is reflected in our inclusive culture, our high expectations for all learners, and our determination to ensure that every pupil can access the full breadth of school life.

Our accessibility work is guided by the principle that differences should never become barriers. We design processes, systems, and learning environments that anticipate a wide range of needs, rather than reacting to them. This includes ensuring physical accessibility, providing appropriate adjustments, and embedding inclusive teaching practices across the curriculum. Staff are supported through ongoing professional development so they can confidently meet the needs of all learners.

Respect for others' values, beliefs, and identities is central to our ethos. Through assemblies, the curriculum, and the wider personal development programme, we promote understanding, challenge stereotypes, and encourage pupils to appreciate the richness of a diverse society. Our adoption of the Olympic and Paralympic values—particularly Equality, Respect, Courage, and Inspiration—reinforces our commitment to fostering a community where every individual is valued and empowered.

We are proud to be recognised as an Inclusion Quality Mark Centre of Excellence, reflecting our strong culture of inclusion and our capacity to support other schools in developing equitable practice. This recognition is underpinned by our daily commitment to ensuring that all pupils, including those with SEND, have access to a broad, ambitious curriculum and a wide range of enrichment opportunities.

Through this Accessibility Policy, we reaffirm our dedication to creating a school where everyone can participate, everyone can succeed, and everyone is respected. Our approach is proactive, reflective, and continually evolving to meet the needs of our community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Actions	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	SENCO/Assistant SENCO	Ongoing through culture and ethos briefings	Staff are aware of strategies to support students with SEND.
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs.	Assistant Head	At each data capture point	Identification of students who may need additional intervention or support.
	Appropriate use of technology to assist students with their work. Ensure any students with access requirements are clearly identified on SIMS/Edulink and class profiles.	Assistant SENCO	September 2026	All staff are aware and have access to strategies to support students with SEND for assessments.
	Appropriate use of specialist equipment and resources tailored to the needs of the students who require support to access the curriculum.	Assistant SENCO	September 2026	All staff are aware and have access to strategies to support students with specific identified SEND needs.
To improve the physical environment of the Academy to enable students with disabilities to	Information around the academy is accessible through appropriate internal signage, large print resources and	SENCO Teaching staff	Ongoing within lessons and as required for signage.	All students are able to access information available to them when required.

take better advantage of facilities and services provided.	pictorial/symbolic representations.			
Improving the availability of accessible information to students with disabilities	Ensure any students with identified SEND needs are clearly identified on SIMS/Edulink and class profiles	Assistant SENCO	September 2026	All staff are aware and have access to strategies to support students with SEND.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the local governing body and it will be approved by the local governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health, Safety and Wellbeing Policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy