



ACCESSIBILITY PLAN



JULY 15, 2025
REVIEW JULY 2028

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 for disabled pupils and parents. 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.

Temple Learning Academy are committed to the principle of Inclusion and belonging. It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

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.

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

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 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 learning difficulties, communication and interaction difficulties, sensory impairments such as those affecting sight or hearing, and long-term medical 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. This can include, for example, the provision of auxiliary aids or adjustments to premises.

Action Plan

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Improve access to the curriculum for pupils with disabilities	The curriculum is adapted to meet the learning needs of all learners	Develop a KS3 curriculum pathway to prepare students for the KS4 TLC curriculum	LIM/ATH/JBE/ Curriculum Leaders	<i>E.g. Term 3 2025/26</i>		
	Positive images of people with different abilities are apparent in the classrooms and the school generally.	Audit of school environment	LIM/MAG/RCO/ LDU/JMA	Term 1 2025/26		
Improve and maintain access to the physical environment	Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the protected standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	Updates required at least annually or as needs change	LIM/JMA/LCL	Ongoing		

	To improve access and resources for those with a disability.	The school to purchase a hoist to enable use of toilet facilities on the school site. To increase the number of rising desks to enable access to classrooms for wheelchair users	SHU/LIM/AMO	<i>End Spring Term 2025/26</i> <i>Autumn 1 2025/26</i>	<i>TBC</i> <i>£3,000</i>	
	Ensure procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Set up servicing dates for specialist equipment	LIM/LCL	<i>End Spring Term 2025/26</i>		
Improve the delivery of information to pupils & parents with disabilities	The school signpost children, young people and families to further support e.g. SENDIASS, Early Help, STARs, Mindmate, Cluster etc.	Events to be published on social media with greater frequency	LIM/JMA	Ongoing		
	Staff are familiar with technology and practices developed to assist people with disabilities.	CPD on use of technology to assist students with disabilities	LIM			

CPD	All school staff and the governors have had access to training on disability equality and inclusion.	Governors to complete training on disability, equality and inclusion	<i>Governors/SLT</i>	Term 1 2025/6		
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Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the local governing board of Temple Learning Academy.

Dealing with Complaints

Any concerns or complaints by parents or carers should be initially raised informally, whether by e-mail, letter or a telephone call with the Primary SENDCo or the Secondary SEND Manager. Your concern will be investigated and the member of staff investigating your concern will report back within a week. If the parents or carers continue to be dissatisfied, a complaint should be raised as per the formal procedure within the Academy complaints procedure policy (available on the school website).

Where a student has an EHCP, the Local Authority is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.