

Accessibility Plan

2025/2026

EXCELLENCE AND EQUITY WITH INTEGRITY

Date of Approval:	July 2025
Approved by:	LAB
Date of next Review:	July 2028

1. Aims

All schools are required under the Equality Act 2010 to implement an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students.

Consilium Evolve aims to treat all our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

- To reduce and eliminate barriers to access to the curriculum, to increase attendance and academic engagement for current and prospective students, with a disability.
- To reduce and eliminate barriers regarding access to the building and environment for all stakeholders in the school including students, staff, and visitors.

Consilium Evolve recognises our duty under The Equality Act 2010:

- Not to discriminate against students with disabilities in their admissions and provision of education and associated services.
- Not to treat students with disabilities less favourably for a reason related to their disability.
- To make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage.
- To publish an accessibility plan that will increase access to education for students with disabilities.

Consilium Evolve recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality.

Consilium Evolve ensures a high-quality experience for all students which supports to maximise each individual's potential, whilst developing creativity and individuality within teaching and learning. Examples include:

- Intelligent sequencing
- The use of knowledge organisers
- Highly tailored learning activities
- Effective formative assessment

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

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 any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Consilium Evolve LAB members.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student 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. Definitions

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. Disability is defined by The Equality Act 2010: "A person has a disability 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 carry out normal day to day activities". Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	- Our school offers a differentiated curriculum for all students. - We use resources tailored to the needs of students who require support to access the curriculum. - Curriculum progress is tracked for all students, including those with a disability. - Targets are set effectively and are appropriate for students with additional needs. - The curriculum is reviewed to make sure it meets the needs of all students.	Strong understanding of individual needs	Staff access to student overviews and medical information for all relevant students.	All staff to access Information provided by SENDCo	Ongoing	Implemented
		Clear communication of needs	Daily briefings for all staff to track and monitor progress.	HofS	Ongoing	Implemented
		Provide bespoke training	Ongoing coaching support available.	from SENDCo	Ongoing	Implemented
		Curriculum resources include examples of people with disabilities.	Review curriculum offer	Pathway Leads	Ongoing	Implemented

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Parking bay		Accessible toilets/rooms are maintained to a high standard	Site manager	Ongoing	
		Ensure a disabled parking bay is always accessible.	Site assessment completed and documents dated by Site manager	Site manager	Implemented	
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes, where appropriate: • Internal signage • Large print resources • Pictorial or symbolic representations	Investigate and plan for the potential need for Braille Induction loops		SENDCo	Implemented	

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy