



Accessibility Policy and Plan

2025-26

Approved by Governing Body on	Autumn 2025
Internal review due:	September 2026
Full review and ratification due:	September 2026
Signed on behalf of the Governing Body by the Headteacher	

Park Aspire Alternative Provision Academy

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination

Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it

became applicable to education and to prevent discrimination against disabled people in their access

to education. This has placed three key duties on schools, which are:-

- not to treat disabled learners less favourably for a reason related to their disability
- to make reasonable adjustments for disabled learners, so that they are not at a substantial disadvantage
- plan to increase access for disabled learners

The Policy – Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"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."

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for learners and prospective learners with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- increasing the extent to which disabled learners can participate in the curriculum
- improving the physical environment of the school to increase the extent to which disabled learners can take advantage of education and associated services
- Improving the delivery of information to disabled learners, which is provided to learners who are not disabled. This should take account of views expressed by the learners or parents about their preferred means of communication

Principles

The school recognises its duty to:

- ensure that compliance with the DDA is consistent with the school's Equality Policy; its Equality Duty & Objective Policy; the operation of its SEN policy and any other school policy that has a focus and impact on it's disabled learners, staff and parents/carers
- not discriminate against disabled learners, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled learners, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled learners, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan (detailed herein as follows).

The Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below.

In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002):

- The school recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The school provides all learners with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their preferred learning styles, promoting the development of a more inclusive curriculum.
- setting suitable learning challenges
- responding to learners' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of learners.
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the school already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise learner access and to encourage wider participation. The School will continue to review provision and seek input from learners, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The School has in place disabled access to its facilities including external parts of the school's site. School is and will continue to take account of the needs of its learners, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

c) Provision of information

The School will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Appendix A

Park Aspire – Accessibility Plan

This Accessibility Plan has been drawn up in consultation with, learners, parents, staff and covers the period from September 2025 to September 2026.

1. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Improve access to the physical environment of the school including facilities provided within the classroom;
 - Improve the delivery of written information to learners, staff, parents and visitors with disabilities.
 - Improve reference to accessibility within curriculum planning documents and within schemes of work.
2. At Park Aspire, we are committed to providing a fully accessible environment which values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Park Aspire provides appropriately and flexibly, in terms of enabling accessibility of provision, for all learners, staff and visitors to the school, though will continually strive to ensure this is both prioritised and considered when considering future developments.
4. It is acknowledged that there is a need for on-going improvements of the physical environment at Park Aspire to enhance access. Park Aspire are committed to ensuring that all reasonable adjustments are made to ensure that accessibility is improved within school.
5. Park Aspire plans to improve the physical environment and accessibility may include works that the school is unable to undertake during the life of this Accessibility Plan through funding caution and/or identification of other school funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the school will look to make reasonable adjustments short of the full works if this is deemed possible.
6. It is acknowledged that there will be need for on-going awareness raising and training for all staff and learners in the matter of disability discrimination and the potential need to inform attitudes on this matter. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Health & Safety Policy
 - Safeguarding Policy
 - Special Educational Needs Policy
 - Relationships Policy
 - Anti-Bullying Policy
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The school prospectus and its website will also refer to this Accessibility Plan.
8. The School will be particularly alert to any needs arising from the requirements of newly enrolled learners to Year 1 and Year 9 each year as well as in-year entrants where accessibility issues may arise.
9. The Plan will be monitored through the Governing Body.

