Accessibility Action Plan 2025-26

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Partnership Values, we grow confident individuals who aspire to shape the future.

Last Updated: September 2024

1. Aims

Federations 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 federation to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

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

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.

Federations 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 an auxiliary aid or adjustments to premises.

3. Action plan

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

Improving Access to the Curriculum

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure the curriculum is fully accessible to all pupils.	• Our federation offers an accessible curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum planning and resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • We offer an inclusive curriculum • Staff are fully informed of individual needs.	• Ensure that additional resources advised are used. • Identify and address any training needs of staff to understand and meet the needs of all pupils. • Review the deployment of TAs • Maintain effective communication between staff and Inclusion Team	Executive SENDCo SENDCo Curriculum Lead	July 2025	• All pupils will be able to access the curriculum and make progress. • All pupils will have the appropriate resources to access the curriculum.

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that EHCPs, Inclusion Passports and Risk Assessments promote full access to the curriculum.	• Advice is sought from outside agencies and specialists when necessary. • Interventions are reviewed and analysed for impact using an online tracking system. • Staff are fully informed of medical needs and up to date reports. • Individual Inclusion Passports are monitored closely. • Risk assessments are in place for individual pupil.	• Further develop the use of SMART targets. • Training developed for staff. • Ensure that all short-term targets link to EHCP outcomes. • Update Team Teach training • Behaviour plans are fully understood and implemented appropriately.	• SENDCo • Deputy SENDCo	Termly reviews and Inclusion learning walks	• A continuous cycle of monitoring, evaluation and improving will be in place. • All pupils will make progress. • Behavior plans and Inclusion passports will be purposeful.
Ensure all pupils including those with disabilities can take part equally in school and federation events and trips.	• PEEPs in place • Two trained EVCs • Risk assessments in place	• Executive SENDCo and SENDCo to discuss any trips with EVC	• Executive SENDCo • SENDCo • EVCs	July 2025 Monitored with each event	• All pupils, including those with a disability feel they can take part equally alongside their peers.

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Training for staff in teaching pupils with neurodiversity to ensure full access to the curriculum for all pupils.	• Experienced Inclusion Team • Class Inclusion folders with the relevant pupil information • SEND concern forms. • Working with outside agencies	• Strategic planning of staff training during staff meetings. • Ensure staff understand specific needs and how best to support pupils in class • Additional resources, websites etc. • Raise staff awareness	Executive SENDCo SENDCO Deputy SENDCo	Planned termly across 24-25.	All pupils will have full access to the curriculum. Staff will have a good understanding and provide the appropriate support for pupils in class.

Improving the Delivery of Written Information

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To increase the knowledge and accountability of all teachers of different needs and disabilities.	• Inclusion folders with individual information • National awareness days celebrated	• Staff/governor/pupil training in disability awareness. • To ensure SMART targets relate to support needed for pupils to access their learning.	Executive SENDCo SENDCO Inclusion Team	Ongoing throughout the year.	Adaptions will be made quickly to ensure pupils can successfully access their learning. Information will be shared with parents in a consistent way.

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve the availability of written information, including that on the federation's website, in different formats for varying audiences.	• Inclusion and SEND information on the website. • Staff Inclusion folders • Website pages presented in a consistent way.	• Written reports from outside agencies or school assessments are shared with parents verbally to ensure clarity. • Ensure the website information is clear and presented in a consistent way. • Direct parents to support groups on website and newsletters. • Develop access to information on the website in different formats/languages. • Investigate access to a user adjustable font size option on the website and an audio option.	• Executive SENDCo • SENDCO • Website manager	•Reports shared as and when school / federation receives them. •Termly inclusion updates, signposting on newsletters. •Review website annually	• Parents and staff will be able to access and be fully aware of information regarding special provision and support available to them that will help meet the needs of anyone with a disability.
To increase access for more pupils who may need an alternative to method of recording through different technologies.	• Up to date chrome books • Specialist IT Technician • Experienced Computing Lead • Links with HI and VI Team.	• To continue to invest in technology to support individuals within the classroom • Research new apps to be used • Train staff in the used of different technologies.	• Executive SENDCo • SENDCo • Computing Lead	• Annual review of technology in the school/ federation • Staff training when needed.	• Pupils will have access to a range of appropriate methods to record their work, so that no pupils are at a disadvantage.

Improving Physical Access

OBJECTIVES	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMEFRAME TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Have clear evacuation procedures in place for pupils, staff and visitors who may have mobility difficulties.	• PEEPS in place • Staff have copies in Class Inclusion folders • Site Supervisor is aware of PEEPs • Regular fire practices are conducted.	• Ensure staff are trained where necessary in evacuation procedures. • Identify a delegated staff member to check escape routes are clear. • Regularly review the escape strategy, and staff training needed. • Ensure PEEPS include al pupils with additional needs including those with wheelchairs, mobility difficulties and hearing/visual impairments.	• Executive Head Teacher • Head of School • Executive SENDCo • SENDCo • Deputy SENDCo • Site Supervisor	• October 2024	• Where necessary all pupils will have a safe escape route with a known procedure to all.
Improve the arrangements for disabled carparking.	• There is an allocated disabled car parking space.	• Re-paint space so it is clearly visible. • Mark out a safe walkway for pedestrians.	• Site Supervisor	July 2025	• Disabled parking is safe and compliant.

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Ensure all door handles are compliant.	• Some handles have been replaced already.	• Complete replacing the remaining non-compliant handles. • Ensure all handles are in a contrasting colour to the doors.	• Site Supervisor	September 2025	• All door handles will be 'd' shaped and compliant and in a contrasting colour.
Improve signage and accessible toilets in main reception area.	• Secure lobby area • Seating is suitable with arms and well spaced • Wheelchair accessible counter • Induction loop available • Access to nearby toilet	• Provide signage or instructions from the Reception area to the visitor's accessible toilets. • Add sign at intercom highlighting what to do to gain access. • Install a flashing fire alarm for HI pupils/adults • Train staff to respond to emergency alarm from the toilet. • Ensure the toilet is clear to maximise maneuverability for a person in a wheelchair,	• Site Supervisor	• 2024 budget year	• Signs and alarms will be clear and accessible to all. • Staff will be trained to support when needed.

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 the Inclusion Team and SLT.

It will be approved by Governing Body.

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
- Supporting pupils with medical conditions policy