



Aletheia
Academies Trust

Accessibility Policy

October 2025

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1. Accessibility Aims

Aletheia Academies Trust (AAT) has adopted this accessibility plan in line with the individual Special Educational Needs (SEND) policies of academies within the Trust, with the aim of ensuring that our schools are socially and academically inclusive, that students have access to a full curriculum and that all students are appropriately challenged.

There will be a requirement that academies within the Trust make localised adaptations to the plan to take in to account their unique physical setting and for the wide range of needs pupils admitted will present.

All 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

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At the heart of our vision is the belief in inclusive, educational excellence; the belief that we are called to serve all pupils, staff, parents, and the local community by providing places where all develop and thrive intellectually, socially, culturally, and spiritually.



The Board of Trustees recognise the need to make all reasonable provisions for the admission and education of pupils with disabilities. Where possible, AAT expects Executive Headteachers, Headteachers, Heads of School and senior leaders to ensure that:

- ▶ the curriculum is continually reviewed to ensure that pupils with disabilities are not disadvantaged in any way and that all subjects and activities are available to them
- ▶ leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, to allow the movement of pupils with disabilities around the academy
- ▶ leaders review the admissions policy so that reasonable adjustments may be made for pupils with disabilities seeking admission to the academy
- ▶ training for both teaching and support staff is implemented and evaluated so that they are aware of, and able to meet, the needs of pupils with disabilities
- ▶ leaders monitor and evaluate a range of student data to ensure that the needs of pupils with disabilities are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning
- ▶ they keep up to date with developments discussed in the Equalities Best Practice Team

The Trust's Accessibility Plan will be made available online on the AAT website, and paper copies are available upon request. It should be read in conjunction with the school's individual SEND policies and SEN Information Reports. SEND policies outline the schools' provision for supporting students with SEND and the Trust's Single Equality Scheme explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment throughout the Trust and enhancing the availability of access to information, with a focus on students with SEND.

A list of the SEND policies specific to each school can be located on the school websites.

AAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust has commissioned an Equalities Group that will share best practice.

The Trust supports any available partnerships to develop and implement the plan, actively engaging with colleagues throughout the Trust and with external colleagues, including the Local Inclusion Forum Teams (LIFT) and the Gravesham Inclusion Forum Teams (GIFT).



The AAT complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any academy, within the Trust, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including colleagues from across the Trust.



2. Accessibility Action Plan

This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and acts reflects the needs of pupils within the Trust.

Priority One: Increasing the extent to which pupils with disabilities can participate in the curriculum

Timescale	Targets	Plan	Aim/Outcome
End of each academic year in preparation for new academic year.	To ensure teachers are aware of the curriculum needs of students with disabilities	Transition meetings between current and new class teacher, SENCo and support staff if 1:1, to ensure they are aware of student's needs and plans are in place to ensure a smooth transition. Liaise with outside agencies to provide advice/training if necessary	Staff have an understanding of the needs of these pupils and, where necessary, appropriate provisions are in place to ensure they can access a full curriculum. Increased access to the curriculum for these students.
As necessary, if children with a medical diagnosis join school mid-year or receive a medical diagnosis during the year. End of academic year in preparation for new academic year for children with ongoing conditions e.g., diabetes	Ensure staff working with child(ren) have received the appropriate training to allow them to administer medication.	Meet with parents/carers and the related health professional to ensure medical needs are correctly identified and suitable training undertaken. Keep records of training to monitor who is qualified to administer and ensure training is kept up to date. Use agreed policies and procedures.	Children in need of regular medication able to access whole curriculum. Clear agreed procedure for supporting pupils with medical needs and administering medication



Ongoing	Accommodate toileting and care needs of pupils with toileting issues or requiring intimate care.	Ensure that equipment needed is accessible in key areas. Any staff involved in supporting with intimate care to undertake training.	Pupils who need assistance with intimate care are supported and cared for effectively, ensuring their access to full school opportunities is not limited.
At least yearly, (e.g. end of academic year in preparation for new academic year).	Classrooms are optimally organised for pupils with disabilities.	When organising classrooms for the forthcoming year, ensure the needs of pupils with disabilities are taken in to account e.g. adequate space provided for children with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired children situated in a suitable position in the classroom etc. Emergency exiting must be considered. If necessary, consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.	Classrooms are optimally organised for pupils with disabilities.
Ongoing	Clarification of the support role of academy staff when working with students with Speech and Language difficulties	Work with SALT service to give guidance to the academy staff in supporting individual children.	Appropriate support for students with speech and language difficulties. Increased access to the curriculum for these students.
Ongoing	To ensure all pupils, including those with disabilities and additional needs, can access a broad and balanced curriculum and participate fully in clubs, enrichment activities and educational visits.	Review curriculum planning to identify and remove barriers to participation. Ensure reasonable adjustments and risk assessments are in place for clubs, trips and off-site activities. Liaise with parents, pupils and external agencies to plan inclusive provision. Provide staff with guidance and training on inclusive practice for enrichment and educational visits	All pupils are able to access a broad and balanced curriculum. Increased participation and inclusion of pupils with disabilities in clubs, trips and wider school life



Priority Two: Improving the physical environment of the academy to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.

Timescale	Targets	Plan	Aim/Outcome
Annually	To identify and reduce immediate physical barriers within the school environment that limit access for pupils with disabilities.	<p>Carry out an accessibility audit of the school site, including entrances, corridors, classrooms, toilets and outdoor areas.</p> <p>Identify priority areas for improvement based on pupil need and risk assessment.</p> <p>Ensure clear access routes and adaptable classroom layouts are maintained.</p> <p>Improve signage and visual cues where required.</p>	<p>Access to all required areas of the school for all pupils.</p> <p>Increased independence for pupils.</p>
Long term - 3 - 5 years	To further enhance the physical environment so it meets the needs of current and future pupils with disabilities.	<p>Plan and prioritise larger-scale site developments subject to funding and feasibility.</p> <p>Ensure any new buildings or major renovations fully meet accessibility standards.</p> <p>Review accessibility provision regularly to reflect changing needs and best practice.</p>	<p>A school environment that is fully inclusive, compliant and future-proofed.</p> <p>Sustained access and equality of opportunity for all pupils.</p>
Ongoing	To improve accessibility and inclusion for pupils with specific sensory needs, including hearing and sight impairment	<p>Review classroom acoustics, lighting and seating arrangements to support pupils with sensory impairments. Ensure visual signage, contrast, font size and displays are accessible.</p> <p>Provide reasonable adjustments such as quiet spaces or adapted resources where required.</p> <p>Seek advice from specialist services (e.g. sensory support teams) to inform environmental adaptations</p>	<p>Pupils with hearing or sight impairments can access learning and the wider school environment effectively.</p> <p>Improved engagement, independence and inclusion for pupils with sensory needs</p>



Annually	To ensure that pupils needs are met through 'Access arrangements' in statutory and non-statutory tests.	SENCo and Class Teachers to ensure provisions for pupils are monitored and arrangements for testing reflect the ongoing provision for the child. LA informed in good time of any necessary access arrangements so that relevant materials, etc are provided.	All pupils able to demonstrate Improvements in pupil outcomes.
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3. Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary, including AFTER the first year.

It will be approved by the Board of Trustees.

4. Links with Other Policies

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

- ▶ AAT Health and Safety policy
- ▶ AAT Single Equality Scheme
- ▶ Individual school Accessibility Plans
- ▶ School SEND policies
- ▶ Special Educational Needs (SEN) information reports
- ▶ Supporting Students with Medical Needs Policy
- ▶ LGBTQIA+ Policy