



Accessibility Policy

Adopted by Utopia - for review by the Board of Directors and Governors
Adopted September 2026
For review - Annually - Review targets annually

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Utopia are committed to providing an environment which values educational, 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. Where it is practicable the school is committed to providing reasonable adjustments to enable prospective students to take up a place at the school.

We ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report in the last 12-14 months or have any disability or other condition of which the school should be aware. In assessing a student or prospective student, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

The plan is 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.

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

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 these concerns. This policy can be found at: <https://utopiaschools.co.uk/policies/>

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and young people.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide full access to the curriculum for students with additional needs	We ensure curriculum content are inclusive for all: • A differentiated curriculum for all students • Quality first teaching and SEND specific teaching strategies are used in all lessons • 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	Ensure all students are on the correct curriculum pathway based on their age and stage. Ensure all teachers are using SEND specific teaching strategies in their lessons All students have three specific targets that they know and are working towards All students are making progress to the best of their ability	Timetabling, teaching allocation and groupings are planned based on the needs of the students The level of the students is identified through formative assessment and baseline assessments to ensure they are being taught the most appropriate stage of the curriculum pathway Lesson observations and learning walks take place to ensure appropriate SEND strategies are being used and feedback is given on this Spotlights and INSET is used to upskill teachers on the SEND teaching strategies Targets are set by teachers, SENCO and students and shared regularly so that students are constantly working towards them Targets are reviewed termly to ensure students are given the opportunity to progress and revise them Teachers assess whether students are on/off track half termly Data analysis is carried by SLT and MLT to ensure intervention is put in place where needed Curriculum is reviewed yearly by SLT and MLT to ensure it is meeting the needs of all students	SK, Middle Leaders, SLT	Ongoing	Students are making progress and engaged in the curriculum they are studying Curriculum meets the needs of all students All lessons show a range of SEND teaching strategies All students are working towards personalised targets

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Ensure access to curricular and extra-curricular offsite activities for students with additional needs	Staff focus on inclusivity of all activities by: ● Organising activities that meet the needs of all students ● Providing alternative activities when not fully inclusive of the needs of each student ● Providing prior information for all activities including visual support	Ensure all students are given appropriate notice for trips and visits taking place To ensure trips and visits do not negatively impact on a students attendance.	Trips and visits checklist to be completed to ensure staff follow clear processes Review the success of trips and visits including the timing to consider adaptations or future amendments	SLT	Ongoing	Students attend trips and visits with reduced anxiety Trips are worthwhile and provide students with positive experiences that build our 6 essential skills

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Provide appropriate resources and equipment for disabled students to access the full curriculum	SEND friendly resources are used to meet individual need: • Overlays, chunked text, off white paper, dyslexia friendly font, appropriate colour contrasts • Curriculum resources include examples of people with disabilities • Technology such as laptops, reader pens, software, ipads and headphones utilised for students who require these to access the curriculum	Conduct regular individual needs assessments Provide adaptive equipment where appropriate Ensure accessible learning materials	Train staff on use of inclusive resources and equipment Monitor and evaluate accessibility support required for each student	SENDCo	Ongoing	All appropriate students have completed a needs assessment Needs are reassessed annually All equipment recommended is purchased and maintained All learning materials are accessible Staff are confident to use equipment and software

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Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required, this includes: • Ramps • Corridor width • Disabled parking available • Disabled toilet • Sensory friendly classrooms	Ensure that students on roll can access all areas Conduct regular individual needs assessments	Access assessments to be carried out with appropriate students Sensory audits to be carried out with appropriate students Regular reviews to take place of the physical needs of students in accessing the building.	SENDCO + Proprietors	Ongoing September 2028	All students have full access to facilities Students with additional physical needs to have full access to curriculum Students are included within all activities provided with the centre

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Provide appropriate outdoor space to suit the needs of students	Outdoor space and movement is crucial for our students, we utilise: • Safe outdoor courtyard available onsite throughout the day • Use of local public facilities	Promote movement to regulate Support both physical and emotional health Provide suitable social activities Enhance learning activities Accommodate the range of student additional needs	Research appropriate outdoor space and equipment to suit student needs Access additional funding to transform the courtyard Renovate and modernise outdoor area	Proprietors	September 2027 September 2028	Students have access to an appropriate outdoor space Students can regulate when needed through movement Students have improved physical health through exercise Students socialise appropriately in outdoor spaces

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Provide accessible information to students with additional needs	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources when required • Induction loops • Pictorial or symbolic representations • Easy read resources • Reader pens • Staff readers	Ensure information material meets accessibility standards Utilise varied communication streams Utilise technology where needed to support students to access material	Review school communication information Staff supported to develop accessible material	SENDCO/Pastoral Lead	Ongoing	All information shared with students is accessible Technology is always available and effective Staff understand accessibility requirements Students are satisfied with the accessibility of information shared

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 He in conjunction with the board of governors.

5. Links to other policies

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

- Risk assessment policy
- Health and safety policy
- SEND policy
- SEND Information report
- Safeguarding Policy
- Behaviour policy
- Complaints policy

These policies can be found at <https://utopiaschools.co.uk/policies/> or requested at main reception.

