ACHIEVE BEYOND SCHOOLS

"We R.A.I.S.E. each other"

Accessibility Plan, Achieve Beyond Schools, Stafford, 2026–29

Schedule 10 of the Equality Act 2010

Latest review and update	September 2026
Next external review and update	September 2027

AIM

At Achieve Beyond Schools, we are committed to promoting equality of opportunity for all pupils and adults including those with disabilities. This accessibility plan is designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable better access for disabled pupils and adults
- Improve the availability of accessible information to pupils and adults including parents/carers.

This plan sets out the actions the school will take to ensure that disabled pupils are not placed at a substantial disadvantage, and that we make all reasonable adjustments necessary to support inclusion, as required by the Equality Act 2010.

Our schools aim to treat all its pupils and adults fairly and with respect. This involves providing access and opportunities without discrimination of any kind. The school's accessibility plan will focus on removing barriers to access and positively promote inclusion and for pupils and adults with disabilities.

This accessibility plan is available online on the school's website, and paper copies are available upon request. It should be considered alongside our equality policy and it is written to meet the requirements of Schedule 10 of the Equality Act 2010.

DEFINITION

Under the Equality Act 2010, a person is considered to have a disability if they have:

- A physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

Long-term is defined as lasting a year or more and substantial is defined as more than minor or trivial. Conditions include (but are not limited to): sensory impairments (sight, hearing), and health conditions such as asthma, diabetes, epilepsy, and cancer. Schools must make 'reasonable adjustments' to avoid substantial disadvantage, which may include auxiliary aids, modified materials, or changes to physical features of the premises.

OUR COMMITMENT

We are committed to ensuring:

- full access to the curriculum for all pupils, including those with disabilities
- a welcoming and inclusive physical environment
- creating a dyslexic friendly environment where necessary

- clear and accessible communication methods
- ongoing training for colleagues in disability awareness
- collaborative work with parents, carers and external professionals.

AREAS OF ACCESSIBILITY

Curriculum Access

- Differentiated teaching and learning strategies
- Use of assistive technology
- In-class support and adapted materials.

Physical Access

- Ramps, handrails, and modified doorways where needed
- Accessible toilet facilities including handrails
- Signage in large print or Braille where appropriate.

Information Access

- Providing written material in alternative formats (e.g. large print, audio)
- Use of visual aids and Makaton where appropriate
- Interpreter services if necessary

ACCESSIBILITY PLAN, 2026–29

Task	Responsible Person	Monitoring/ Timescale	Success Criteria
CURRICULUM AND ACTIVITIES			
Ensure the curriculum is accessible to all pupils.	Executive Head	Ongoing	Skills of specialist teachers are utilised to support access to a balanced and relevant curriculum. Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum.
EHCP and LPs are implemented to ensure that teaching is inclusive of need.	Executive Head	Ongoing	Teachers aware of the needs of all pupils and how to support access to classroom and curricular activities. Lesson planning reflects and highlights individual needs. Progress plans support access to all lessons. All lessons personalised for individual needs.
Implement use of assistive technologies (e.g. voice-to-text, screen readers).	Head of School and Computing lead	Ongoing	Appropriate resources are available to access the curriculum as reasonable and as required.
Improve Teachers' awareness and confidence in supporting pupils with disabilities. Provide training on disability awareness and reasonable adjustments.	Executive Head and Head of School	Ongoing	Performance management and training, enhance teachers' understanding of need and support accessibility to curriculum.
Each pupil has their own individual risk assessment.	Head of School	Ongoing	All pupils' needs and risks are identified and Teachers made aware.
Ensure that trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible.	Head of School	Ongoing	All pupils (as considered reasonable) able to attend. Alternative equivalent experiences in place for those who cannot complete the main event.
MEDICAL			
Assess pupils' health needs and identify resources required to meet those needs prior to transition/starting at ABS, Stafford.	Head of School	Ongoing	Specialist equipment as is practical and reasonable in place at least two weeks before pupil's start date, plan of action and appropriate risk assessment and pupil learning plan in place and shared.

Training for Teachers on specific special needs and in first aid (e.g. staff training on hearing and visual difficulties, dyslexia, diabetes, speech development etc.) necessary.	Executive Head	Ongoing	Always more than two trained first aiders at the school. Adults aware and trained in the relevant special and additional needs areas of our pupils (SEMH, ADHD, ODD etc.) and in specific areas (e.g. hearing, ASD) if pupil referrals demonstrate these areas of SEND.
PREMISES			
The ground floor of the building in Stafford is accessible throughout, inside and out. There are no facilities on the first floor other than classrooms/therapy rooms that are not available on the ground floor. At the Stafford school, accessible toilet facilities are provided and currently used by pupils and adults on the ground floor. In the case of a physically disabled pupil being admitted, the accessible toilet is reasonably adjusted to ensure pupils with a physical disability can also use it. There are also handrails on all stairwells in the building.	Proprietor Body	Ongoing	All pupils, colleagues and visitors will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to. All pupils, colleagues, visitors, and families have full access to the schools' classrooms, toilets, changing and shower facilities and outdoor space with reasonable adjustments made, wherever necessary.
Enhance physical accessibility of the school building, including handrails and non-slip flooring in specific areas.	Proprietor Body	Ongoing	The school building is accessible to pupils and adults with mobility needs.
Ensure signage for visually impaired pupils and adults is enlarged and appropriate.	Executive Head	Ongoing	The school has clear signage throughput the school in place which ensures effective navigation.
Prepare for emergency situations Create Individual PEEPs (Personal Emergency Evacuation Plans) for all disabled pupils.	Executive Head	Ongoing	Teachers ensure all relevant pupils have a PEEP in place if necessary.

COMMUNICATION & WRITTEN INFORMATION			
Ensure accessible communication with parents/pupils, including school letters in alternative formats upon request.	Executive Head	Ongoing	Pupils with disabilities have full access to everything written that other pupils have access to. Parents have full access to written communication from school.
Ensure that curriculum resources identify gaps in accessible formats.	Head of School	Ongoing	All pupils have access to technology and other materials in accordance with their EHCPs and learning plans.
Provide website accessibility features (e.g. font size control, screen reader compatibility)	Proprietor Body	Ongoing	All stakeholders are able to access newsletters and any other information made available on the schools' website.