

The 3-18 Education Trust

Accessibility Plan

‘Every individual is in a great school.’

Approved: Summer Term 2025
Review: Summer Term 2028

www.3-18education.co.uk



Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust

Bowbrook Primary School
Squinter Pip Way
Bowbrook
Shrewsbury
SY5 8PY

Company Number: 08064698

Plan Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this plan on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010 . The Key SEND trust lead
Date of Plan	Summer Term 2025
Review Period	3 years
Date of Next Review	Summer Term 2028

This plan is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this plan, Section 1 refers to the purpose and scope of the plan, along with our values.

Section 2: Refers to the detail of how the plan is implemented at **[insert name of school]**. Given the accessibility plan is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

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Section 1:

Purpose, aims and scope of the Accessibility Plan

- 1.1. Schools and Academy Trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.
- 1.2. The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 1.3. The Accessibility Plan outlines the aims of the schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:
 - Increasing the extent to which pupils with disabilities can participate in the school curriculum.
 - Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
 - Improve the availability of accessible information to pupils with disabilities.
- 1.4. The Trust also aims to inform staff, governors, and parents/carers about the previous and ongoing efforts to make the schools and their curriculum accessible for all students, enabling their participation in the school curriculum. When new students enrol who have needs relevant to this plan, their requirements will be assessed in accordance with this plan.
- 1.5. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupils with medical conditions, SEND and the school development plan.

2. Trust principles and values

- 2.1. The Trusts mission is that every individual is in a great school and the vision for the students is that they leave accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.
- 2.2. The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)
- 2.3. The Trust aims to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

3. Definition of Disability

- 3.1. 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.
- 3.2. 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'.

Section 2: School Specific

Physical Assessment of premises

Implementation responsibility

Accessibility at William Brookes school				
Target	Target: (How is this achieved and actions both short and long term)	Time scale for actions	Lead	Success criteria – outcomes
Aim 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum				
Inclusive PE curriculum	Modified PE curriculum to ensure that all sports are inclusive	Term 1	Head of PE	
Working with parents	Assess, plan, do review meetings to be completed by tutors to ensure that reasonable adjustments are put in place for students	Ongoing in academic year 2025.26	All staff	
Modified curriculum	Three pathways for KS4 curriculum including internal alternative provision	Term 1	AHT Inclusion	
Enrichment weeks	Three inclusive enrichment weeks that allow students to safely explore new skills in their local area and beyond.	Term 1, 2 and 3	Head Teacher	
Aim 2: Improving the physical environment of the school to increase access to education for pupils with disabilities				
Clear routes through the school facilities	Keep hallways, classrooms, and outdoor paths free of clutter and obstacles. Easy access to disabled toilets with hand holds and emergency alarms.	Term 2	Site team	
Low stimuli classrooms	A well-organised classroom with clear and uncluttered display boards in the same colour theme	Term 1a	All teachers	
Sensory garden	To create dedicated outdoor spaces with different plants, textures and elements to provide a rich sensory experience fully accessible by wheelchair users.	Term 3	Mark Jones	
Accessible outside areas	Smooth paths and entrances. Covered areas outside accessible by wheelchair uses. Disabled car parking bays for ease of access into school.	Term 1	Site team	
Aim 3: Improve the availability and delivery of accessible information to pupils with disabilities.				

Universal design for learning	Design all teaching materials and delivery methods to be accessible to a wide range of learners	Term 1	All teachers	
Multisensory teaching	Present information in multiple ways e.g. text, video and audio recording	Ongoing	All teachers	