



# Five Acres High School **Accessibility Plan**

Five Acres High School is part of the Greenshaw Learning Trust.

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# **Five Acres High School Accessibility Plan**

**January 2026**

This Accessibility Plan applies to Five Acres High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: SENDCo

This plan was approved by the Governing Body on: 27 January 2026

This plan is due for review by: January 2027

## **Five Acres High School Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:  
“ 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”.

This plan sets out the proposals of Five Acres High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Five Acres High School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Five Acres High School**

Five Acres High School comprises of several buildings joined over time. It is a range of single and two-storey buildings of mixed age. There are two access lifts positioned in the two-storey buildings and all buildings have wheelchair access via ramps and widened doorways. Our SEN student base, and base for Teaching Assistants, is a separate, single storey building named Hopewell.

### **Five Acres High School's vision for disabled pupils:**

Our school's vision is that staff and students have the best chance of personal and academic success. Five Acres High School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all

pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Five Acres High School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

### 1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (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)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Individual Education Plans have been completed on a termly basis for students with SEN and disability	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	SENDCo	<p>Learning Support Plans are in place for all SEN students 7-11. These can be accessed on Edukey and Bromcom by all teachers and teaching assistants.</p> <p>Pupil passport reviews now include key persons such as teaching assistants and meetings take place via online platform School Cloud.</p>		
Ensure that all students with a serious medical need have an individual healthcare plan (IHP)	This facilitates their ability to engage with the curriculum safely and effectively, reducing barriers to learning	Health & Safety Lead, Lead First Aider	Any student whose health needs extra care beyond the support that is already in place has a health care plan where all First Aid staff are aware and the first aid lead takes responsibility for		
<p>Introduction of student council to advocate Diversity, Equality and Inclusion (DEI)</p> <p>Year 8 Student Ambassadors will continue to promote Diversity, Equality and Inclusion</p> <p>Student forums with the headteacher will seek to regularly</p>	Student body representation will reflect its diverse nature.	Student Council Lead, DEI Lead, Headteacher	<p>Launch of student council October 2025</p> <p>Student ambassadors appointed and currently leading on school tours. Student ambassadors are leading on themes related to DEI through assemblies, morning greetings, Fun Fridays and Character Education programme.</p> <p>Students selected at random to</p>		

hear the voice of students			meet with the headteacher to share their feedback. At least 1 per half term		
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	SENDCo	<p>NGRT data is used on entry for year 7 students to ensure that literacy interventions take place such as Direct Instruction (DI). Two assessment points for DI are reviewed. Specialised interventions take place in both Maths and Literacy to support numeracy and reading</p> <p>Following the success of DEAR+ tutor groups and increase in NGRT data for student involved, Sept 25 DEAR + model launched across all yr 7-10 tutors</p>		

## 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure that high backed chairs are available in Science, Food Technology and Design Technology to support students with SEN and disability	No student has impaired access to learning as a result of a lack of equipment.	SENDCo/ Site Manager	Purchase of high backed chairs made in Art classrooms in September 2025		
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Site Manager	<p>All grass areas around 10Block and Hopewell to be tarmaced in February 2026 to improve access.</p> <p>Quote for automatic doors for Hopewell main entrance to replace current manual door entry.</p>		

New desk and work stations for DT classroom to allow access for students who need to remain seated while working	No student is impacted by a lack of accessibility in the specific classroom environment	Site Manager	Order for desks placed in January 2026.		
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### 3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan ( <i>examples</i> )	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	Admin Manager	Printed copies of the school newsletter are available in a folder in Reception, and copies of letters, policies, newsletters are available on request		
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	Parents and pupils feel fully involved in the life of the school and can access important information	Admin Manager, Website Lead	Updates have been made to the school website to provide a more user-friendly experience with clearer use of headings and simplified language		