



Yate Academy

Accessibility Plan

Yate Academy is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Yate Academy Accessibility Plan

January 2026

This Accessibility Plan applies to Yate Academy 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: Headteacher

This plan was approved by the Governing Body on: 29.01.26

This plan is due for review by: 29.01.27

Yate Academy 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 Yate Academy 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.

Yate Academy'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)

Yate Academy

Yate Academy is an 11-18 mixed comprehensive school serving around 800 pupils. The site comprises of a two-storey building with one main entrance way. There is a small partial 2nd floor containing offices and the music classrooms. The Sixth form centre is adjoined to the main building.

Yate Academy has on site Hearing Resource Base for deaf pupils with an EHCP. The resource base is on the first floor in within the main school building.

Vision for disabled pupils:

Yate Academy and Greenshaw Learning Trust are committed to working together to provide an inspirational and exciting learning environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional, medical and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard disability and to developing a culture of inclusion, support and awareness within the academy.

Our Accessibility Action Plan outlines how access will be enhanced to create an inclusive environment for all students, staff, and visitors. Our action plan aims to proactively addresses the need to make reasonable and practical adjustments to accommodate individual needs and how we are working to continuously improve access for disabled pupils.

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 (<i>examples</i>)	Impact	Resp	Y1 review	Y2 review	Final review
All classrooms are organised for students with a disability by utilising guidance and advice from specialists (Teacher of Deaf , Visually impaired support team).	Classrooms to be fully accessible for students with a disability.	SENCO	All students on roll are able to fully access classrooms		
Further increase representation of students with SEND difficulties eg; participation in student voice activities, participation in extracurricular activities and student leadership.	Student body representation will reflect its diverse nature.	AAH	A number of SEND students who hold student leadership positions on the student leadership team. . SEND students are regularly included in student voice and choice forums.		
Develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	Assistant Headteacher	Interventions are evaluated 3 times per year. This year Read Write Inc was introduced and will be reviewed in line with other interventions that are in place.	RWI is having a positive effect on the reading progress of key students. A number of students have no completed the programme and we have developed an in-house programme to continue developing reading fluency.	NGRT testing of pupils reveals a much stronger phonics profile across all year groups. Further consultation work and intervention trials are ongoing to support the further improvement of students reading comprehension.
Develop the curriculum for students with disabilities so students can access wider learning opportunities, including outside the classroom	Developing the health and well-being, confidence, resilience and independence of all students	Assistant Headteacher SENCO Character Lead	All students in mainstream follow the full curriculum, students are never withdrawn from a subject area unless a higher quality of provision can be offered.	We have ensured that all educational visits have extensive TA support to allow all students regardless of disability to attend. We have added in enrichment as a part of all students timetables to ensure all students are able to experience a wide variety of activities and benefit from additional support. A trained member of staff now	Participation in trips and visits is now tracked at a student level to ensure that all vulnerable pupils are able access at least 1 visit a year. University access trips are specifically targeted at our most vulnerable SEND pupils in order to improve aspiration and access.

				delivers a resilience programme to identified students to support their attendance, progress and wellbeing.	
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2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
To install a Bidet that washes, cleans and dries the user in one of the disabled toilets	Students have access to the facility enabling them to return to lessons if an accident occurs and be responsible for their own self-care.	SENCO Site Team	Key students have keycode access to a private room with bidet access.	Provision is still in place and maintained for the student.	Provision is still in place and maintained for the student.
To organize training for use of chair for student to enable greater access in DT	Student is able to access all subjects and staff are able to operate his equipment safely.	SENCO AHT	Retraining each year with physiotherapist team.	Further training has occurred specifically around the student's equipment alongside specialist training from the physio team. Additionally, all teaching assistant have received further manual handling training.	Student has left the school at the end of Key Stage 4.
To ensure that all lifts are in fully working order to enable quick and easy access to areas of the school.	All physically disabled students can easily access all areas of the school without having to take an overly extended route.	Site Manager	Lift in the English corridor has been repaired and is being monitored by a specialist firm. All other lifts are in full working order and students and key staff have accesses passes for these.		
Ensure that corridors are calm, safe spaces where all students can move about the school quickly and without concern.	Neurodiverse and anxious students are able to move about the school safely and with peers during busy transition periods.	SLT	Standardised entry and exit routines for all classrooms, to enable the calm and safe movement of students. Senior and pastoral staff on strategic duty points during every transition. Classroom teachers on their threshold at the end and start of		

			every lesson. Students are walked in line from line up after break and lunchtime.		
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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
The website is written in user-friendly language, with as non-complex vocabulary as possible.	All students and parents are able to access the full range of information available to all.	Assistant Headteacher SENCOs	Website is being rewritten to make key information more accessible to all.	Weekly newsletter now highlights support parents can access alongside key reminders for the term. Website improvements are ongoing.	The website has been re designed to ensure families can more easily get to the information they require. A new inclusion information page has been added highlighting key information and contacts for families regarding inclusion in particular SEND.
Ensure that all curriculum resources in Year 7 & 9 are adapted to size 18 font.	Visually impaired students will be able to fully access the curriculum without TA support.	Assistant Headteacher SENCO	The first 2 terms of the curriculum have been successfully adapted to the larger size font and work is ongoing to fully adapt the rest of the core resources.		
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	Assistant Headteacher	Communication is regularly sent out to all families to indicate the availability of communication in alternative forms if required.		
Improve overall accessibility of our communications by aiming to meet the Website Accessibility Guidelines (WCAG) 2.1 Level AA.	To ensure that everyone, including those with impaired vision, cognitive impairments, motor difficulties, learning disabilities, deafness and also those who struggle to read English, have complete access to the information we provide.	IT Manager	Work is ongoing to meet this standard, website content has been slimmed down in order to make key information more easily accessible.		

