



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2027

An academy within:



“Learning together, to be the best we can be”

1. Aims

1.1. Under the Equality Act 2010, we are required to have an accessibility plan. This plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

1.2. At Seven Hills we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Values:

Kindness, Integrity, Collaboration, Independence, Ambition

Our Mission:

Together, we create a nurturing community where everyone belongs, is celebrated for who they are, and is empowered to shine in their own unique way.

1.3. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.3.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Government guidance for schools on the Equality Act 2010. This 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.

2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting, or likely to last, 12 months or more, and "substantial" means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Digital Accessibility Commitment

5.1. As part of our ongoing efforts to ensure inclusivity, Seven Hills School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

5.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen

readers and assistive technologies.

- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

6. Links With Other Policies

6.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible (Job title)	Completion Date	Success Criteria
Develop a whole-school Total Communication Environment.	CIP symbols are used across school. Staff use Makaton and communication technology to support individual pupils. Visual timetables and communication aids are available in classrooms. Discovery and Dynamic classes assess using CATHS.	To ensure that all pupils can communicate, understand and access learning through a consistent approach to communication across the school.	Develop a Total Communication approach across the school. Review and enhance the use of visual supports, PECS, Makaton, AAC devices, communication boards and environmental signage. Ensure communication aids are available in all learning environments, including outdoor areas. Provide regular staff training and monitoring to promote consistent implementation. Include	HS	July 2027	Communication systems are embedded consistently across all areas of the school. Staff confidently use a range of communication strategies to support pupils. Pupils demonstrate increased engagement, independence and ability to express choices, needs and opinions. Communication aids are visible, accessible and routinely used in classrooms, communal areas and outdoor learning environments. Parents and professionals

			communication-friendly displays and symbols throughout the school environment.			report improved communication opportunities for pupils.
Ensure pupils can access physical activity and learning opportunities comfortably during periods of hot weather.	Activity room provides an indoor space for PE and physical activities. Staff adapt activities during warmer weather where possible.	To maintain access to PE, physical activity and therapeutic sessions throughout the year, particularly during periods of high temperatures.	Install air conditioning in the activity room to create a comfortable environment for pupils and staff, ensuring PE and physical development activities can continue safely during warmer weather conditions. Monitor room temperatures and review use throughout the school year.	SN	July 2026	Pupils are able to participate in PE, therapy and physical activities throughout the year with minimal disruption due to hot weather. The activity room maintains a comfortable temperature and is regularly used during warmer periods. Attendance and participation in

						physical activities are maintained.
Improve accessibility, engagement and curriculum opportunities within the outdoor learning environment.	Existing science garden used for outdoor learning activities.	To create a more accessible, inclusive and engaging outdoor learning space that meets the needs of all pupils.	Redesign and develop the science garden, including accessible pathways, sensory planting, raised beds and learning zones that support science, communication and wellbeing. Consult pupils and staff during the design process.	KT/SN	July 2026	All pupils can access and participate in outdoor learning activities. The redesigned science garden supports curriculum delivery, sensory exploration and wellbeing. Increased use of the area is evident through curriculum planning and pupil engagement.

Redesign the Food Studies Room to ensure accessibility for all pupils, including those with physical disabilities and visual impairments.	Food Studies curriculum is accessible with adult support and adapted resources where necessary.	To create an inclusive learning environment that enables all pupils to participate independently and safely in food preparation activities.	Refurbish and redesign the Food Studies Room. Install height-adjustable cookers and sinks to support pupils with differing physical needs. Provide accessible side-opening ovens suitable for wheelchair users. Review and implement a colour scheme that supports pupils with visual impairments through enhanced contrast and clear identification of key areas and equipment. Ensure layouts allow sufficient space for wheelchair access and movement.	SN	Aug 2026	All pupils can safely access and participate in Food Studies lessons. Height-adjustable equipment and accessible ovens promote greater independence for wheelchair users. The environment supports pupils with visual impairments through improved contrast and wayfinding. Staff report increased pupil participation and reduced barriers to learning.
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