GREENWOOD ACADEMIES TRUST

Accessibility plan for Purple Oaks Special Academy

September 2026

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to

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

Our Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We have adopted an equalities statement which outlines our approach and is available on request.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010.

The Equality Act 2010 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.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Access to the curriculum

Each academy within our Trust publishes extensive information about its curriculum on its website and this is available to all.

In addition, an annual statement is published in regard to Special Educational Needs and Disabilities (SEND) which is also on the academy website.

These documents describe in some detail the ways in which our curriculum is made accessible to those with disabilities and the progress we are making in this area.

You are therefore referred to these documents in the first instance, and if you require more information about our approach to curriculum accessibility, you are invited to contact the academy in the usual way.

4. Access to the estate

The environment of each academy in our Trust is adapted to the needs of pupils as required. An ongoing programme of works aims to improve physical accessibility each year.

The site was purpose built as a Special Academy and, as such was built with accessibility in mind. These include:

- level flooring on one level
- accessible toilets and hygiene rooms that include changing facilities
- disabled parking bays
- wheelchair width doors

We conduct a premises accessibility audit in each academy every three years and detail is recorded about how we ensure accessibility is prioritised and continues to improve.

These audits are available on request to anyone who wishes to see them from the academy office.

5. Access to communication

Each academy within our Trust uses a range of communication methods to ensure that information is accessible to all.

In our academy, these include

- large print resources
- pictorial or symbolic representations.
- A range of total communication tools and strategies in line with good practice for pupils with additional needs
- Information for parents is translated into different languages to ensureaccessibility.

We review these on an annual basis and will be happy to provide information about our most recent review upon request.

6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by executive leaders and assurance provided to the Board of Trustees, who have overall responsibility for its development and implementation.