Accessibility policy 2026-2027

The Policy will be reviewed either:

- In February 2027
- When statutory guidance changes.
- When incidents may dictate the need for review.

Policy created/updated by:	Samantha O'Riordan	Updated 30.01.26
Policy updates		
Ratification by LGB member:	Jo Egerton	February 2026

Arrangements for Accessibility Plan

This document is required under the Schedule 10 under the Equality Act 2010.

This plan is drawn up based upon information and guidelines provided by United Learning Multi Academy Trust and the Salford City Council.

The plan should be read in conjunction with the:
- Curriculum Policy
- Health & Safety Policy
- Equality Opportunities
- SEND Policy
- Behaviour Policy

This plan is intended to ensure that the Academy:
- increase the extent to which disabled students are able to participate fully in the curriculum;
- improve the physical environment of the Academy to enable disabled students to better access education and to benefit from the facilities and services provided;
- improve the provision and delivery of information to disabled students, ensuring it is as accessible as it is to students who are not disabled; and
- provide high-quality teaching and learning opportunities for all students at The Albion Academy, thereby supporting United Learning's key aims and targets for Inclusion and Attainment.

The Albion Academy is committed to providing an environment that allows all our students to access the curriculum regardless of their physical, sensory, social, spiritual, emotional, and cultural needs to ensure fair access to education and benefits, facilities or services provided or offered by the academies**.**

Access to the Curriculum

All students will follow the mainstream curriculum for their age and key stage. If necessary, reasonable adjustments will be made for the best interests of the student with consultation from parents/carers, and the pastoral team. The curriculum will provide students with skills and knowledge to prepare for

adulthood and personal development. The curriculum includes lessons within the Academy site but also participation in after school clubs, visits and activities.

Our rooms need to be safe and facilitate effective mobility and accessibility. Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.

All staff have high expectations of all students and encourage them to succeed in all aspects of Academy life. In addition, will challenge negative attitudes of students in line with Behaviour policy.

Written information will be made available in various formats for students with disabilities in a reasonable timeframe, for example large print.

Technology and auxiliary aids will be utilised to assist students accessing the curriculum where required, with support and training from local professionals, such as the Learning support service (Hearing, Visual and Autism team).

Physical Environment

The Academy building and facilities will be adapted for individual access if needed, under a reasonable time frame where possible. Classrooms will be accessible for students with disabilities, including providing enough space for students to move around freely and safely. Toilet and wash facilities will be within a reasonable proximity and be accessible and useable.

Staff Training

Staff at The Albion Academy will receive regular whole-school training and continuing professional development (CPD) to raise awareness of equality of access and individual needs. Where appropriate, this training will be delivered through the Pastoral Team and supported by relevant external professional agencies.

Working with External Agencies

Salford Learning Support Service and other relevant external professional agencies will work in partnership with the Academy to ensure that no student is discriminated against or disadvantaged as a result of a disability. The Academy will collaborate with these partners to carry out individual assessments for students who require reasonable adjustments. This will be undertaken through the

Academy's 'Graduated Approach' and reviewed three times a year, to support students' progress and wellbeing.
Salford Local authority Salford Local offer

Definitions

Disability: The Equality Act 2010 defines a disability as "when a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities". This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and also some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Discrimination: A public body (in this case, a school) must not disadvantage a disabled student because of something that is a consequence of their disability. The interpretation of "discrimination" within relation to disability in this accessibility strategy reflects changes specified in the Equality Action 2010.

Reasonable adjustments: In the Equality Duty 2011, the duty to make reasonable adjustments applies only to disabled people. For schools, this duty is summarised as follows and this accessibility strategy recognises and promotes these principles: Where something a school does places a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.

Completed by S O'Riordan: January 2026
Ratified by Governors:
To be reviewed: