



ACCESSIBILITY PLAN POLICY

Adopted by the Governing Board: 6 October 2026

Lead: H Britton

Review: September 2027

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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 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 for disabled pupils and parents.
- Challenge attitudes about disability by developing a culture of awareness, tolerance and inclusion.

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

Temple Moor High School is committed to the principle of Inclusion and our core purpose is 'Excellence for All.'

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan – Leeds Local Authority, The Red Kite Trust, and any other relevant stakeholders.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure for raising these concerns.

1.1 Statement of Intent

Temple Moor High School continues to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes;
- encourage participation.

1.2 School Context

Temple Moor High School is an 11–18 mixed secondary academy located in Whitkirk/Halton Moor, .East Leeds (LS150PT) It is part of the Red Kite Learning Trust, a multi-academy trust serving schools across North and West Yorkshire. The academy serves a predominantly local intake, with most pupils living in Halton Moor/Whitkirk/Crossgates/Austhorpe and surrounding East Leeds area. The school is non-selective, fully comprehensive, and has a published admission number of 240 students per year group at KS3 and 225 per year group at KS4. The sixth intake varies from 100-80 students per year group.

Temple Moor High School has approximately 1,300pupils on roll, which places it close to capacity.

- Around 27-29% of pupils per year group are eligible for Free School Meals, which is above the national average, indicating notable socio-economic disadvantage.
- We have above the national average of white British pupils.
- Around 15% of pupils receive SEN Support, with a small proportion holding an EHCP (currently 33 with 15 undergoing assessment or in draft).
- The proportion of pupils who speak English as an Additional Language (EAL) is relatively low (under 5%), reflecting the local demographic.

1.3 Additional Policies

The Accessibility Policy should be read in conjunction with the following policies: Safeguarding and child protection, Trust SEND policy, Behaviour and Attendance Policy, the School's local offer, and the SEND Information Report. These are posted on the school website

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 on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 learning difficulties, communication and interaction difficulties, sensory impairments such as those affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Definition of Disability

Definition of disability according to the Equality Act 2010.

A disabled person is someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities. This includes:

- ADHD
- Autistic Spectrum Disorder
- Cancer
- Cerebral palsy
- Cystic fibrosis
- Diabetes
- Diagnosed eating disorders
- Downs' syndrome
- Dyslexia
- Epilepsy
- Facial disfigurement
- Gross obesity
- Hearing or visual impairment

- HIV
- Hydrocephalus
- Incontinence
- Learning difficulties
- Mental health issues
- Muscular dystrophy
- Multiple sclerosis
- Severe asthma
- Sickle cell anaemia

If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

4. Role of Key Personnel

4.1 Govenors

The Governing Board is responsible for monitoring, reviewing and, where necessary, revising the Accessibility Plan through the relevant governing body committees. Reviews take account of developments that may affect the school's ability to meet the objectives of the plan. Governors also monitor the implementation of accessibility objectives and review relevant achievement, pastoral and complaints data to evaluate the effectiveness of the school's provision.

4.2 Senior Leadership Team

The Principal, Associate Deputy Principal (Inclusion and Attendance/SENDCo), Assistant SENDCo and other members of the Senior Leadership Team ensure that all policies, practices, procedures and provision comply with the Disability Equality Duty and the Equality Act 2010, which protects individuals from discrimination on the basis of protected characteristics.

The Principal is responsible for ensuring that reasonable adjustments are made where necessary to support students with disabilities. These may include differentiated behaviour management approaches, targeted staff training, multi-agency support, and access to alternative or quieter learning environments when appropriate.

The Governing Board, Principal, Senior Leaders, Associate Deputy Principal (Inclusion and Attendance/SENDCo) and Assistant SENDCo share responsibility for implementing all policies and promoting a strong culture of inclusion across all aspects of school life.

4.3 All Staff

All staff and adults working within the school are responsible for implementing school policies, promoting equality, challenging discrimination and continuing to develop inclusive practices. Staff are made aware of this policy through the school's shared systems, and training needs are reviewed annually through the appraisal and school improvement planning processes.

4.4 Complaints

Parents, carers and staff can access the school's Complaints Procedure via the school website or through the Principal's PA. Students who wish to raise concerns or complaints are encouraged to speak to their Pastoral Officer, Phase leader or a member of the Leadership Team.

4.5 Evaluation

To ensure that the school's provision continues to meet the needs of students, staff and visitors with disabilities, the school will:

- Consult with students, staff and parents/carers regarding their experiences and views.
- Maintain appropriate access to enable people with disabilities to use the school premises.
- Analyse achievement and progress data through school monitoring processes and with governors.
- Review pastoral and attendance data through relevant school and governing body meetings.
- Monitor and discuss complaints data to identify areas for improvement.
- Review progress against Accessibility Plan objectives annually and at the end of each three-year cycle.

The effectiveness of this policy will be evidenced through students with disabilities being able to access, participate in and feel included in all aspects of school life, while making strong progress and maintaining good attendance.

5. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Plan Objectives

To comply with legislation, over a prescribed period of 3 years [2026-9] the purpose of the accessibility plan is to:

- Objective 1] Increase the extent to which students with a disability can participate in the school's curriculum. This covers teaching & learning and the wider curriculum of the school e.g. participation in after school clubs, activities and visits; it also covers the provision of specialist aids and equipment which may assist students with disability in accessing the curriculum.
- Objective 2] Improve the physical environment of the school, increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Objective 3] Improve the delivery of information to students with a disability which is as readily accessible to those without a disability.

By achieving these objectives, the school is promoting equality of opportunity, positive attitudes towards those with disability and eliminating discrimination.

The Accessibility Policy should be read in conjunction with the following policies: Safeguarding and child protection, Individual Needs (SEND), Behaviour Policy, the School's local offer, and the SEND Report. These are posted on the school website

5.1 Objective 1 – Increase the extent to which students with a disability can participate in the school's curriculum

Process for identifying barriers

- Students' SEND Needs [including pupil passports are collated in the Inclusion Register; this is updated half-termly by the SEND Manager and relevant Inclusion staff and is available Arbor, provision map and class charts , increasing staff awareness and resulting in effective TA deployment.
- Termly reviews of cohorts by the Phase Leaders and Inclusion team using progress data to inform intervention which is appropriate to each student.
- Early identification of students joining us in Year 7, Year 12 or mid-year through effective transition and information gathering to ensure school is responsive to the needs of students with disability.
- Annual audit of staff training needs (use of Whole Education) and equipment/software required to support accessing the curriculum.
- Review of Individual Student Risk Assessments to ensure potential barriers to learning are identified and liaison with relevant external agencies for advice and guidance eg SENSAP and Occupational Health
- Completion of school surveys and LCC's 'My Health, My School' survey on an annual basis provide clarity around student needs, issues and views.
- Regular and appropriate parental contact to discuss support for students with Pastoral officers, Phase Leaders to direct and amend passports and reasonable adjustments.

Summary of progress and good practice to date:

- An effective transition programme has been developed with key feeder primaries so we know students quite well on arrival and can plan their learning effectively.
- A Nurture [or Transition] Group has been established for vulnerable students on entry to the school so they get off to the best possible start. They access a reduced number of subjects and teachers for a period of time to support transition. They have a bespoke form group.
- Access to a range of GCSE and BTEC/OCR vocational qualifications for students.
- A Literacy Policy has been implemented to promote guided reading and a focused approach to disciplinary literacy better supports access to the curriculum for all young people.
- Specialist Literacy & Numeracy Intervention Programmes are in place for our weakest learners [or for those facing barriers to learning] in years 7/8/9. The programme includes use of Ruth Miskin's 'Fresh Start' phonics programme for our weakest readers. Access to Bedrock and Lexia interventions.
- Access to different intervention strategies following progress checks to better support young people across the curriculum
- A broad and balanced curriculum is in place for all students. Students with a disability successfully access the core curriculum and other option subjects as appropriate.
- Life Skills and/or Literacy support is in place for Y10 students struggling to access the curriculum and requiring targeted support to prepare them for the practicalities of life after school
- An inclusive ethos ensures that all students are provided with support as appropriate.
- Students with physical disability or mobility restriction have appropriate access to specialist equipment as necessary so that they are used to it in lessons and so it's familiar in exams e.g. enlarged script.
- Clear guidelines for educational visits are in place and students with disability have equal access to visits.
- Appropriate in-class support is assigned in relation to the level of funding for each student.

- School self-evaluation data shows positive student voice [see summary of student voice 2025-26]; students with disability are participating fully in the classroom and in the wider life of the school.
- Assessment of need involves external consultation on an ongoing basis following staff/parent referral. The SENDCO meets annually with a group of vulnerable students to engage them in discussion and gather their opinions about aspects of school life.
- Admin staff [First Aid Team] have access to relevant training to better support students [see CPD records]
- Staff training is in place to meet JCQ regulations to ensure all students who need examination support are registered. This support is replicated within internal assessments so students with specific needs or disability can access assessments on a fair basis all year round and achieve their potential.
- We have strong liaison with the Cluster and other external agencies eg CAMHS to support young people.
- We have strengthened our partnership with East SILC and students are supported to access mainstream lessons and vice versa where appropriate.
- We have accessed and reviewed staff training to support students struggling with their mental health, including external support to deliver workshops in school and we reviewed the PSE curriculum & assembly programmes to raise awareness of mental health issues and identify sources of support for students.
- We have modified our rewards scheme to increase student engagement
- All teachers implement strategies to promote recall and retention to support students in terminal examinations and all have received training on adaptive teaching strategies to better meet the needs of all students.
- The SEND Support Team have received training to provide support for students identified as having speech, language & communication difficulties, autism and/or dyslexia to assist them with accessing subject content.
- We continue to make reasonable adjustment in the application of the Behaviour system for students with disability/SEMH issues e.g. detention may run in a quiet room at a different time for some students.
- There is close liaison between the SEND team and teaching staff with SEND drop-ins, briefings and bulletin updates.
- All relevant staff are appropriately trained to use specialist software, to deliver relevant care and support, ensuring students can appropriately access their subject/course/curriculum from Year 7 to Post 16.
- Speech & Language [SALT] support has been increased to provide better access to specialist support; this is kept under constant review
- Speech and Language screening takes place across Y7-9 then will take place for all new Y7 cohorts and any students new to the school.
- We have created an SEMH base in school [The Sanctuary] to support vulnerable students to access mainstream lessons and have developed in-school alternative provision, 'Inclusion,' to better support those who struggle attending school. We also have our Elect provision for students in Y9-11 who struggle with the mainstream curriculum and expectations.

Objectives for improvement 2026-27

Relevant School Improvement Plan Objectives 2026-7:

Teaching and Learning:

- Embed CPD programme utilising Step lab and focusing on clarity of communication and explicit instruction
- Continue to focus on a high-quality universal offer for all students.
- Improve the outcomes for students with SEND support.
- Continue to build on the strong outcomes for students with an EHCP.

Inclusion:

- Review and refinement of the SEND register, including identification processes.
- Introduction of a new staff referral and identification process for emerging SEND needs.
- Complete redevelopment of pupil passports using a new model that includes personalised student targets.
- Speech and Language screening for all Year 7-9 students and students attending ELECT.
- Deployment of HLTA support for one day per week within the ELECT provision.
- Improve the effective deployment of Teaching Assistants within lessons, with impact monitored through lesson monitoring, pupil progress and SEND review processes.

Attendance:

- Improve attendance for students with SEND, with progress monitored against attendance data during 2026-27.
- Early identification and support for students with SEND
- Work collaboratively with external agencies-cluster/MindMate and the trust team to provide additional support where needed.
- Trial the use of an AV1 robot in our inclusion room.

Monitoring of Plans

- Update and review students on the SEND register every 6 months and annually in readiness for new cohorts, as well as review of specific programmes led by the Inclusion Team [e.g. access to specialist support and/or intervention]
- Annual review of curriculum offer by the DHT Quality of Education following the Guided Choice Process and the Post-16 Evening.
- Ongoing monitoring & review of the School Improvement Plan 2026-27
- Report to Governors on progress against Accessibility Plan/School Improvement Plan in autumn each year via relevant committee meetings.

5.2 Objective 2 – Improve the physical environment, increasing the extent to which students with a disability can take advantage of education, benefits, facilities and services

Process for identifying barriers

- Action plans and risk assessments are created in response to site inspections by relevant personnel, external or internal e.g. Facilities Management, Business Manager, governor [member of Resources Committee], LA Health & Safety Officer.
- Ongoing feedback from students/staff, particularly from those with specific needs.
- Review of student needs by SENDCO and Business Manager.
- Review of Individual Education, Health & Care Plans, individual Risk Assessment and Pupil Passports for students with SEND or specific medical needs.
- Early identification of students joining us who will need support to manage the environment [Year 7, Year 12 or mid-year]; individual plans in place for all students in response to their needs.

Summary of progress and good practice to date:

- Individual Risk Assessments/Healthcare plans are completed as appropriate. Transition arrangements with partner schools ensure there is enough time to make reasonable adjustment before the agreed start date; the risk assessments are co-written with appropriate external agencies, parents/carers and staff.
- The building is DDA compliant e.g. lift access(classroom changes where needed) physio access, Evac Chair and specialist SEND facilities and provision of quiet areas at social times [whenever possible]
- We arrange for students with mobility issues to leave lessons early to avoid busy spaces when moving around the building and to have lift access.
- There are suitable toilets for those with disability.
- We employ and deploy a specialist SEND Team to work specifically with students e.g. autism lead practitioner and lead on examination access.
- An open culture has been established regarding the discussion of mental health & wellbeing, through use of assemblies and PSE, ensuring the school is an environment where the importance of positive mental health is promoted so that it does not become a barrier to learning and well-being.
- We review risk assessments to ensure ease of access for wheel chair users and students with other mobility aids.
- We review supervision around the building to better manage congestion given the increase in student numbers
- We monitor car parking for students, staff, visitors and parents with disabilities
- All students who would benefit from assisted technology/voice activated software are able to access this during exam periods/in examinations.
- Students with disabilities can access digital technology in the classroom.

Objectives for improvement 2026-27

Relevant School Improvement Plan Objectives 2026-7:

Inclusion:

- Review systems and procedures in Inclusion, The Sanctuary and SEND support at Elect to better support students with significant SEMH needs
- Students have access to quieter spaces through the Sanctuary and the Library at breaks and lunchtimes.

Attendance:

- Attendance decline is identified early and students' needs are met in a timely and effective manner through the collaborative work of the inclusion and pastoral team.
- Plans and risk assessments are created and implemented with urgency, so this is not a barrier to student attendance.

Monitoring of Plans

- Annual review via Resources Committee
- Annual review by Business Manager, H&S Officer, SENDCO and other relevant staff.
- Annual planning meetings in readiness for new cohorts consider physical access to the building.
- Ongoing monitoring & review of the School Improvement Plan 2026-27

5.3 Objective 3 – Improve the delivery of information to students, their families, staff and visitors

Process for identifying barriers

- Termly review of individual students with a disability by SENDCO/other Inclusion staff.
- Termly reviews of progress by the Phase Leader, Curriculum Leaders and Deputy Principal for Quality of Education.
- Early identification of students joining us in Year 7, Year 12 or mid-year; individual plans in place for all students in response to their needs.
- Identification of students whose parents need support in accessing school materials/written information via transition or induction if in-year.
- Parents' Forum/Subject Consultation Evening questionnaires provide sources of information regarding parental issues and concerns.
- SEND Transitions parents evenings and drop in sessions.
- SEND representation at all SCE, Open Evenings and Guided Choice Events.
- Use of staff knowledge & expertise in a range of languages to communicate with individual families as required.
- Use of HLTA who is EAL trained to act as an interpreter where needed in addition to technology.

Summary of progress and good practice to date:

- Accessible school website, developed after consultation with different stakeholders and reviewed annually.
- Electronic versions of Parent Newsletter, other relevant documentation in accessible format is available on request.
- Preferred methods of communication with parents/carers of students with disability are agreed in transition meetings and reviewed on an ongoing basis.
- Provision of print enlargement, coloured paper and translation services are made available.
- Pastoral Officers & Inclusion leaders are available to offer guidance and support to students and their families.
- Deployment of trained and specialist Teaching Assistants.
- Our EAL HLTA identifies the cohort of EAL students and tracks the development of competency in English.
- Staff Handbooks provide guidance about strategies to ensure students can access the curriculum and written information.
- Use is made of interpreters as appropriate.
- All students who would benefit from assisted technology/voice activated software are able to access this during exam periods/in examinations.
- Students with disabilities can access digital technology in the classroom.
- School Comms provides effective and speedy electronic communication with parents/carers.
- Communication systems are GDPR compliant.
- All teaching staff use appropriate materials, seating plans, technology and software so that those with disabilities can fully access the curriculum.
- Curriculum information [schemes of work in each year group] has been updated for parents/carers and is available on the website.

Objectives for improvement 2026-27

Relevant School Improvement Plan Objectives 2026-7:

Inclusion and Attendance:

- Improve communication with home and the community, especially with regard to positive messages.
- Ensure parents/carers have access to Arbor/Clascharts and a central contact so enquires can be dealt with quickly and effectively.
- We will also continue to ensure transition/admission processes identify students [and their families] who need different methods of communication with/from school.
- Ensure material presented to students, parents/carers for key events is available in different languages/formats on request

- Ensure information relating to the curriculum in each year group is accessible on the website for parents/carers

Monitoring of Plans

- Annual review by SENDCO and other relevant staff.
- Annual planning meeting in readiness for new cohorts SEND, Transition Phase Leader and Deputy overseeing transition.
- Annual review of school/parent communications and parent/carer survey feedback
- New admissions form informs our provision of translated material.
- Arbor log when information needs to be available in different languages and/or formats
- Annual review of website checks compliance relating to the information school provides.

APPENDIX 1: Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a school [a public authority] we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

School: Temple Moor High School	Chair of Chair of Governors:
Lead person: Helen Britton	Contact number:

1. Title: Accessibility Plan 2026-7 [2026-29]
Is this a Policy: ☒ If other, please specify

2. Please provide a brief description of what you are screening
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The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act ensures that schools and Local Authorities have to carry out accessibility planning for students with disability in accordance with relevant health and safety standards.

Schools are required to:

- publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty
- draw up an accessibility plan and review it every three years

The Public Sector Equality Duty requires school to assess the impact of policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

To comply with legislation, the purpose of the accessibility plan is to:

Objective 1] Increase the extent to which students with a disability can participate in the school's curriculum.

Objective 2] Improve the physical environment of the school, increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Objective 3] Improve the delivery of information to students with a disability which is readily accessible to those without a disability.

3. Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x

Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations	x	
4. Considering the impact on equality, diversity, cohesion and integration		
If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).		
We have considered equality, diversity, cohesion and integration in relation to the following: • Scope of the proposal – this policy will apply to all staff employed within the school, governors, volunteers, contractors, job applicants, student placements, apprentices and trainees and all students and families • Who is likely to be affected – see above. • Equality related information – information is available from payroll, the recruitment and selection process, student attendance, behaviour & examination data and levels of engagement in the general life of the school • Gaps in information and plans to address – the school intends to work to further improve processes relating to the gathering of equality related information of staff. • Consultation and engagement activities – the principles of this policy are applied in practice. Proposals to remove any key sections that would result in a change of the key principles of this policy will require consultation. Staff, students and parents/carers are consulted annually on various aspects of school life which contribute to how the school meets its public sector duty and the School Improvement Plan is reviewed with stakeholders each year.		
Key findings We have considered the potential positive and negative impact on different equality characteristics in relation to the policy and do not believe any groups will be adversely affected. Actions The school will continue to promote positive impact and remove/reduce negative impact through the promotion of the policy and its principles in relation to other policies, proposals and strategies employed within the organisation.		

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.

Date screening completed	September 2026
Date agreed at Governors	September 2026