The Park Federation Academy Trust
Cranford Park Academy

Equality and Accessibility Plan
2025-27

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	October 2025
Date of review	October 2027

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Section 1: Introduction

At Cranford Park Academy (CPA) we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. CPA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

CPA aims to be an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. CPA has a duty to carry out accessibility planning for disabled pupils.

Our academy's accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and · Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Section 2: Key Objectives

The school recognises its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than others.

The Accessibility Plan aims to ensure that:

- The academy draws on the expertise of external agencies to provide specialist advice and support.
- The Director for Inclusion have an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the academy.
- Disabled pupils have access to extended school provision.

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The plan addresses improving access to:

- The physical environment;
- Education, facilities and services;
- Information usually provided in written form.

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Cranford Park Academy Equality and Accessibility Plan 2023-24

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils so that they have equal access to the same information as pupils without disabilities. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the academy. Principal/Director of Inclusion

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To plan specific staff training depending on the impairments of any particular pupils who attend the academy. To seek advice from external agencies as needed, in order to support the particular pupils who attend the school.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the academy. Principal/Director of Inclusion

To actively promote equality, including disability equality.	Promote through: • Staff CPD • PSHE lessons (linked to the Jigsaw Scheme) • Assemblies • Celebrating difference	Increased whole school awareness of equality and disability issues.	Ongoing Principal//Director of Inclusion Extended School Leaders Chief Operating Officer

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Objective	Strategy	Outcome	Timescale/Who
To look at alternative ways of providing written material.	Investigate services available through the Local Authority or other providers for converting written information into alternative formats e.g. audio guides for the visually impaired.	If needed the school can provide information in alternative formats.	Principal/Director of Inclusion
To ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	Annually (or as necessary). Principal//Director of Inclusion Chief Operating Officer
To ensure that consultation on this plan is sought.	Consultation is carried out with: • Parents/carers (Parent Council) • Staff • Governors (Academy Council Agenda Item)	This action plan is consulted upon, and amended once views have been established. Consultation is then carried out annually.	Annually. Principal Academy Council Members All Staff

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