ACADEMY
GREAT BARR

Disability Statement and Accessibility Plan

2026-27



Policy owner	Mrs V Noakes
Approval	Local Governing Body
Effective from	November 2026
Next review	November 2027

1. Purpose and scope

Q3 Academy Great Barr is committed to removing barriers that place disabled students at a substantial disadvantage.

This document explains how the school will:

- prevent unlawful disability discrimination, harassment, and victimisation
- anticipate and make reasonable adjustments, including providing auxiliary aids and services
- increase disabled students' participation in the curriculum
- improve access to the physical environment
- improve access to information

The accessibility plan applies to current and prospective students, including students in the sixth form. It covers 3 years and is reviewed annually, with earlier revision where necessary.

The Mercian Trust is the school's proprietor and responsible body under the Equality Act 2010. The Trust remains accountable for the plan. The local governing body monitors its implementation under the Trust's governance arrangements.

In this policy, 'parent' includes carers and anyone with parental responsibility. The statutory accessibility plan concerns disabled students. The school will make reasonable adjustments for disabled staff under employment law and for disabled parents, carers, and visitors where service or public-function law requires.

2. Disability and special educational needs

Under the Equality Act 2010, a person is disabled if they have 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.

'Substantial' means more than minor or trivial. 'Long-term' normally means that the effect has lasted, or is likely to last, for at least 12 months or for the rest of the person's life. The legal definition can cover recurring, fluctuating, and progressive conditions.

A person does not need to describe themselves as disabled for the law to apply. The school will focus on the effect of an impairment and the barriers a person experiences.

Special educational needs (SEN) and disability overlap, but they are not the same:

Relationship	What it means
SEN without disability	A student may need special educational provision without meeting the Equality Act definition of disability.
SEN and disability	A student may need SEN provision and also be protected by the Equality Act. The school will apply both frameworks together.
Disability without SEN	A disabled student may not need special educational provision but may still need reasonable adjustments or an auxiliary aid or service.

SEN support and education, health and care (EHC) plan provision work alongside reasonable adjustments. The school will use its best endeavours to secure the special educational provision called for by a student's SEN. It will admit a student where named in their final EHC plan.

3. Equality, access, and reasonable adjustments

Equal treatment and participation

The school will not unlawfully discriminate against a disabled applicant or student. This applies to:

- admissions and admission arrangements
- education, teaching, assessment, and the curriculum
- access to benefits, facilities, and services, including visits and extracurricular activities
- suspensions, permanent exclusions, and other detriments

The school will not harass a disabled applicant or student. It will not victimise someone because they have raised an equality concern, supported a complaint, or done another protected act.

Students can report bullying, harassment, or discriminatory conduct to any member of staff. The school will respond under its 'Anti-Bullying Policy', 'Safeguarding and Child Protection Policy', or 'Behaviour Policy' as appropriate.

Behaviour connected with disability, including aggression or physical abuse, can remain protected as something arising from disability. Before a sanction, suspension, or permanent exclusion, the school will consider whether the conduct arose from disability and whether required adjustments and support were in place. It will also consider whether its action is lawful, necessary, and proportionate. The school may still take lawful action to protect safety and maintain discipline. Its 'Behaviour Policy' explains the decision process.

Reasonable adjustments and auxiliary aids

The school's reasonable-adjustment duty is anticipatory. It will consider barriers that disabled students generally may face, including before a particular student enrols, and respond to individual circumstances.

Where a policy, rule, arrangement, or practice places a disabled student at a substantial disadvantage, the school will take reasonable steps to avoid it. Where reasonable, it will provide an auxiliary aid or service. Adjustments may include adapting teaching, assessments, visits, activities, equipment, communication, or information.

The school will not charge a disabled student or their parent for a reasonable adjustment that it is required to make.

The reasonable-adjustment duty for students does not require alterations to physical features. The separate accessibility-planning duty requires physical improvements over time. This exception for students does not limit duties owed to disabled adults under employment, service, or public-function law.

The school will listen to the student and parent and seek specialist advice where useful. It will consider the likely effectiveness of an adjustment, its practicality, cost and available resources, health and safety, the student's views, and relevant SEN or EHC provision. If an adjustment is reasonable, the school will make it.

Parents and students should tell the special educational needs co-ordinator (SENCO) about a disability, access need, or ineffective adjustment as early as possible. The school will also act where it knows, or could reasonably be expected to know, that a student is disabled.

4. Current accessibility arrangements

Access to the curriculum

The school plans for disabled students to take part in lessons, physical education, assessments, educational visits, extracurricular activities, and Wellbeing Inspire activities. It will make reasonable adjustments and seek specialist advice where needed.

Access to information

For this plan, information means information readily accessible to students who are not disabled. The school will provide it to disabled students within a reasonable time and in a form they can use. It will take account of their disability and any preference expressed by the student or parent.

Learning Support staff will work with teachers to adapt resources. Teaching materials, textbooks, electronic equipment, and other learning resources will be reviewed for accessibility. Accessibility will also be considered before new resources are bought.

Parents, carers, staff, and visitors can request accessible information through the school office.

Access to the physical environment

The school has a 3-storey main building and the Grace Payne Inspiration Centre, used by students across all key stages.

The school's recorded accessibility features include:

- level entrances and wide doors
- designated visitor parking spaces for disabled people
- 2 lifts serving the floors
- 2 accessible toilets with handrail and emergency-pull-cord provision
- internal emergency signage and marked escape routes
- anti-glare film on appropriate windows and contrasting step edges

Lift keys are provided to students who need them. Advice from physiotherapists and occupational therapists is taken where relevant. A private room is available for agreed physiotherapy or exercise, with Learning Support assistance where provided.

The school puts personal emergency evacuation plans in place where needed, including for temporary impairments. These identify suitable routes and any equipment or assistance needed for safe evacuation, in line with the school's fire risk assessment.

These recorded features do not mean that every potential barrier has been removed. The improvement priorities below require a current assessment of access needs.

5. Accessibility action plan

The plan has 2 parts: ongoing arrangements and improvement priorities. The Trust will prioritise resources for the actions in the plan.

Ongoing arrangements

The school will continue to:

- review the curriculum regularly for barriers and remove them through adapted planning where possible
- seek the SENCO's advice and discuss needs with parents before relevant educational visits, using pre-visits or venue risk assessments where required
- teach about disability through Wellbeing Inspire and other suitable curriculum opportunities

These priorities apply from November 2026 and form the accessibility plan for the statutory period 1 April 2027 to 31 March 2030.

Improvement priority: curriculum participation

The school will improve targeted in-class adaptations so disabled students can take part in lessons.

Improvement priority: physical environment

The school will review physical access with disabled students and families, prioritise barriers it identifies, and make improvements to address them.

Improvement priority: information

The school will improve the availability and presentation of student-facing information on its website for disabled students.

6. Consultation, monitoring, and publication

The school will seek views from disabled students, parents, and staff when preparing and reviewing priorities, with specialist advice where needed. Accessible ways to contribute are available through the school office.

The Local Governing Body will review the plan and its effectiveness annually, taking account of feedback and progress on the priorities.

The current plan will be published on the school website. An accessible copy can be requested through the school office.

7. Information and privacy

Information about disability, health, SEN, and adjustments is personal information. The school will collect and use only the information needed to assess access, provide support, meet legal duties, and review this plan.

The school will handle information under the Trust's 'Data Protection Policy'. It will share it only where lawful and necessary. It will not publish identifiable personal information unless lawful. The school will consider a confidentiality request carefully, but limited sharing may be needed for safe and effective support.

8. Concerns, complaints, and statutory routes

Students and parents should raise an access concern with the SENCO through the school office. The school will review whether an adjustment is required and whether an existing adjustment is effective.

A formal complaint can be made under the Trust's 'Complaints, Compliments and Comments Policy and Procedure'. This does not stop a statutory time limit. The school's 'SEND Local Offer Information Report and Intervention Guide' explains concerns about SEN support.

Disability discrimination claims about school education are normally made to the First-tier Tribunal (Special Educational Needs and Disability). The ordinary time limit is 6 months from the alleged act, although the Tribunal can extend time in limited circumstances. Disability discrimination in a state-school admission decision uses the admission appeal route. A statutory governing-board review may apply to a suspension or permanent exclusion. An independent review panel may follow a permanent exclusion; a disability discrimination claim may also apply separately.