



MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

ACCESSIBILITY PLAN

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Contents

1. Introduction	4
2. Legislation And Guidance	4
3. Accessibility Plan Overview	4
4. Action Plan For Increasing Curriculum Participation	5
5. Action Plan For Improving The Physical Environment	6
6. Action Plan For Improving Accessibility Of Information	7
7. Monitoring And Review	8
8. Conclusion	8

Please note this is a Trust-wide plan and applies to all the Mosaic Learning Trust academies.

1. Introduction

Mosaic Learning Trust is committed to creating an inclusive environment where all students, regardless of their physical or mental impairments, have equal access to education, facilities, and services.

This Accessibility Plan is developed in line with the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance on the Equality Act 2010.

The plan outlines our strategies for ensuring that students with disabilities can fully access the curriculum, physical environment, and available information.

2. Legislation and Guidance

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disability (SEND) Code of Practice provides further guidance by defining 'long-term' as lasting for a year or more, and 'substantial' as having a significant impact on everyday activities.

Under this legislation, Mosaic Learning Trust must:

- Ensure that students with disabilities are not placed at a disadvantage compared to those without disabilities.
- Make reasonable adjustments to the curriculum, physical environment, and the provision of information to ensure accessibility.
- Continuously improve accessibility over time.

3. Accessibility Plan Overview

The Accessibility Plan covers three key areas:

- Increasing the extent to which students with disabilities can participate in the curriculum
- Improving the physical environment to enable students with disabilities to take better advantage of education, benefits, facilities, and services
- Improving the availability of accessible information to students with disabilities

4. Action Plan for Increasing Curriculum Participation

Target	Action	Timescale	Responsibility	Resources/Support
Ensure all students, including those with disabilities, can access the curriculum	<p>Regular training for teaching staff on inclusive teaching strategies and reasonable adjustments.</p> <p>Differentiation within lesson plans to ensure accessibility for all students.</p> <p>Provide additional support for students with SEND, including teaching assistants or specialist teachers.</p>	Ongoing, reviewed annually	SENDCo, Senior Leadership Team	SEND resources, CPD programs
Ensure that learning resources are accessible to all students	<p>Review and adapt learning materials to be more accessible (e.g., use of audio books, enlarged print, or software for visually impaired students).</p> <p>Use of assistive technologies where appropriate (e.g., speech-to-text software, screen readers).</p>	Ongoing, reviewed termly	SENDCo, Trust Network Manager	Assistive technology, funding for resources
Support physical and sensory needs in the curriculum	<p>Work with external agencies (e.g., speech and language therapists, occupational therapists) to ensure adjustments are in place.</p> <p>Provide alternative formats of materials (e.g., Braille or digital content for students with visual impairments).</p>	Ongoing, reviewed termly	SENDCo, External Agencies	Professional development programs, external support agencies

5. Action Plan for Improving the Physical Environment

Target	Action	Timescale	Responsibility	Resources/Support
Improve accessibility of buildings for students with mobility impairments	Ensure that all school buildings are wheelchair accessible with appropriate lifts, ramps, and door widths. Install automatic doors where needed.	Within 3 years	Site Manager, Trust COO, Senior Leadership Team	Budget for modifications, support from local authorities
Create accessible areas in classrooms and public spaces	Ensure that classroom layouts accommodate wheelchairs and other mobility aids. Ensure appropriate signage for visually impaired students, including tactile signage.	Within 3 years	Site Manager, Trust COO, Senior Leadership Team, SENDCo	Budget for modifications, support from local authorities
Improve outdoor accessibility	Ensure playgrounds and outdoor spaces are accessible for all students, including those with physical disabilities.	Within 3 years	Site Manager, Trust COO, Senior Leadership Team	External contractors, funding for outdoor improvements

6. Action Plan for Improving Accessibility of Information

Target	Action	Timescale	Responsibility	Resources/Support
Ensure that information is accessible to all students, including those with sensory impairments	Provide information in alternative formats, including large print, Braille, and digital text. Use assistive technology (e.g., text-to-speech software, screen magnification).	Ongoing, reviewed termly	SENDCo, Trust Network Manager	Assistive technology, software programs
Ensure that communications with parents are accessible	Provide written information in multiple formats (e.g., Braille, large print, audio recordings) when requested by parents with disabilities. Ensure that meetings can be arranged with appropriate access needs (e.g., sign language interpreters, wheelchair access).	Ongoing, reviewed annually	Senior Leadership Team, Admin Team	External support services, funding for alternative formats
Ensure that students with hearing impairments can access information	Install hearing loop systems in key areas such as classrooms and halls. Provide captioned videos and presentations where needed.	Within 3 years	Site Manager, Trust COO, SENDCo	Funding for installations, IT support

7. Monitoring and Review

The implementation of this plan will be regularly monitored and reviewed. The Trust's Senior Leadership Team, in collaboration with the individual schools Headteachers, SENDCo's and other relevant staff members, will ensure the following:

- Monitoring of the progress made towards achieving each action plan target.
- Review of the effectiveness of the adjustments and provisions made.
- Consultation with students, parents, and relevant stakeholders, including external agencies, to identify any ongoing issues or areas of improvement.
- Annual review of the Accessibility Plan to ensure it remains up to date and relevant to the needs of our students.

8. Conclusion

Mosaic Learning Trust is dedicated to fostering an inclusive educational environment where all students, regardless of their physical or mental impairments, are given every opportunity to succeed. This Accessibility Plan sets out our commitment to improving access to the curriculum, physical environment, and information for students with disabilities.

The Trust will continue to review and improve its practices, making reasonable adjustments where necessary, to ensure full participation for all students.