



Name of Policy	Accessibility Plan
Aims of Policy	<ul style="list-style-type: none"> • 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 to disabled pupils • Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. • Our Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to: • Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010 • Advance equality of opportunity between people who share a protected characteristic and people who do not share it • Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
Date Valid	February 2023 – January 2025
Date of Approval	January 2023 - Headteacher January 2023 - Full Trustee Board
Next Review and Approval Date	January 2025
Responsibility for Review	Assistant Headteacher

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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 to disabled pupils

Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding barriers to disability and the protective characteristics. The Academy supports any available partnerships to develop and implement the plan and we have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, and parents.

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 sensory impairments such as those affecting sight or hearing, and long-term health 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.

This policy complies with our funding agreement and articles of association.

3. Learning Opportunities

All students who have learning difficulties that have been identified as having a Special Educational Need

will have a Personal Learning Plan. At the Academy we offer a wide range of extracurricular activities which are accessible to all those who wish to take part, all students are actively encouraged to take part in at least one after academy curricular activity. The attendance of these activities is closely monitored throughout the year.

4. Social Relationships

The academy endeavors to sustain positive relationships between all students. We will ensure where possible that disabled students are represented in prominent positions within the academy and playing an important role in the public life, such as members of the academy council and taking an active role in academy life. Raising awareness and understanding of disabilities within the academy community will also be a priority in order to promote positive relationships between all students. Views on how disabled children feel about their social relationships within the academy will be collected through student voice to monitor improvements and suggest further improvements.

5. Employing, promoting and training staff

All staff are employed under equal opportunities. The academy actively seeks every opportunity for disabled staff to further develop their career and be seen as a prominent person within the academy.

6. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to completed actions by	Success criteria
<p>Increase access to the curriculum for pupils with an SEND/disability</p>	<p>Our Academy offers a broad, balanced and inclusive -curriculum for all pupils</p> <p>Pupils with EHCP have specialist support to access the curriculum</p> <p>We use responsive and adaptive teaching tailored to the needs of pupils who require support to access the curriculum through Quality First Teaching and regular staff updates on SEND pupils within the Academy</p> <p>Curriculum progress is tracked for all pupils,</p>	<p><u>Short Term</u></p> <p>To plan and support transition from KS2-KS3</p> <p>To review all statutory policies to ensure that they</p>	<p>Liaise with previous educational establishments (primary or secondary as appropriate) to produce detailed student overview/support plans to be shared within the Academy</p> <p>To identify pupils who may need additional to or different from provision</p>	<p>SENDCO</p> <p>SENDCO/Headteacher</p>	<p>As transition occurs</p> <p>In relation to KS2-KS3 transition (September yearly)</p> <p>September2020</p>	<p>Student Overviews/Support plans produced</p> <p>All SEND and accessibility policies clearly reflect inclusive</p>

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed yearly to ensure it meets the needs of all pupils.</p>	<p>reflect inclusive practice and procedure</p> <p>To establish close liaison with parents</p> <p>To ensure full access to the curriculum for all children.</p>	<p>To comply with The Equality Act 2010 in all policies</p> <p>To ensure parent and pupil voice is documented in collaboration between school and families. This will take place within:</p> <ul style="list-style-type: none"> • Parents Forums • SEND Support Group • Unity Centre/Student Support Celebrations <p>Seek advice from specialist support agencies such as Autism Outreach; CPD for any students with additional needs for staff and: Regular updates through the</p>	<p>SENDCO/Deputy SENDCO</p> <p>SENDCO/Deputy SENDCO</p>	<p>Ongoing</p> <p>Ongoing and regular reviews by SENDCO</p>	<p>practice and procedures throughout</p> <p>Clear evidence of collaborative working Communication through Classcharts and home school communication from support staff</p> <p>Quality Assurance through:</p> <ul style="list-style-type: none"> • Lesson observation • Pupil voice • Staff voice • SEND Review process
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		<p>SEND process of Plan – Do – Review. A differentiated curriculum with alternatives where bespoke time-table can be offered. A range of specialist support staff working collaboratively with teachers to create differentiated resources. Use of ICT equipment Access to additional practical aids Access to alternative JCQ access assessment arrangements</p> <p>Medium Term To rigorously review the progress and attainment of all SEND pupils</p> <p>To promote the involvement of SEND students in classroom</p>	<p>Data Action plans and regular and frequent intervention modifications taking place.</p> <p>Liaison with teaching staff/parents and students</p>	<p>SENDCO/ Deputy SENDCO</p> <p>SENDCO</p>	<p>Assessment points</p> <p>Holistic/Pedagogy</p>	<ul style="list-style-type: none"> • Book Scrutiny • Assessment points to capture to demonstrate progress and attainment <p>Progress made towards targets Learning walks Book scrutiny Review meetings Lesson observation Context sheets</p>
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		<p>discussions/activities through Quality First Teaching</p>	<p>Scrutiny of assessment system and data and effective strategies to address under performance Regular liaison with parents and pupils</p> <p>Offer alternatives to enable SEND pupils to participate successfully in lessons. Support staff to scaffold language and learning to aid engagement. Creating positive images of disability within the school</p>			<p>Pupil parent and staff voice, ensure that the needs of all are represented within school</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Adjustable tables within classroom environment • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p><u>Short Term</u></p> <p>Improve physical environment of school environment</p> <p>Ensuring all pupils with a disability are included within the Academy</p> <p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>The Academy will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This will be done in partnership with the relevant stakeholders</p> <p>Clear Student overviews with accessibility information included.</p> <p>Personal care plans to be completed where appropriate and reviewed</p>	<p>Ongoing</p> <p>Reviewed regularly to ensure inclusivity and current updates for all Academy staff</p> <p>Constantly reviewed</p>	<p>SLT/ Andy Carr (Finance Director)</p> <p>SENDCO</p> <p>SENDCO/ Pastoral team</p>	<p>Needs will be met when any modifications or building work within the Academy takes place.</p> <p>Monitor if needs are being met where possible.in relation to accessibility around the physical environment of the Academy</p> <p>To ensure that the medical needs of all pupils are met fully within the</p>
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			annually. Liaise with external agencies, identifying training needs and establish individual protocols where needed.			capability of the Academy.
Improve the delivery of information to SEND parents and pupils	<p>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • SEND Termly newsletter parents with children with SEND within the Academy • SEND information interviews with the SENDCO for 	<p><u>Short Term</u></p> <p>Ensure access to information by parents, staff and visitors</p> <p><u>Medium Term</u></p>	<p>Communicate with parents in varying formats that is appropriate for them. Information sharing at SEND Reviews with opportunities for staff voice. Regular communication with parents, including classcharts for rewards and consequences and key academic messages.</p>	<p>Termly</p> <p>Student Overviews/Support</p>	<p>SENDCO/ Deputy SENDCO</p>	<p>Parents are up-to-date with pupils progress and attainment both socially and academically.</p> <p>Regular monitor and review and current records</p>

	SEND student's for KS3-KS4 transition	To review pupils records ensuring Academy has current information of any disabilities	Ensure information is up-to-date and relevant and shared with the appropriate people	plans are reviewed termly	SENDCO Deputy SENDCO	and information that is appropriate and relevant for staff within the Academy and parents.
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7. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full Trustee body. Monitoring of impact and comments from members and visitors are encouraged and any improvements or adjustments where practicable are actioned. Our Academy's complaints procedure covers the accessibility plan; if you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

8. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Anti-bullying policy

Part 6 -Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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