

Academy Policy

Accessibility Plan

CEO approval:	Sean Kelly	Date: September 2022
Board ratification:	Eileen Hartley (chairperson)	
Last reviewed on:	September 2023	
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1. Introduction

- 1.1 Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - a) Increase the extent to which disabled pupils can participate in the curriculum
 - b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - c) Improve the availability of accessible information to disabled pupils
- 1.2 Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 The plan will be made available online on the Academy website, and paper copies are available upon request.
- 1.4 Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The Academy supports any available partnerships to develop and implement the plan.
- 1.6 The trust'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.
- 1.7 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees.

2. Legislation and guidance

- 2.1 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.
- 2.2 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.
- 2.3 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.

- 2.4 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. 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 complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils. Pupils are placed on one of 3 learning pathways, depending on their needs, ability and aptitude. Each pathway has its own curriculum to best support learners' needs.</p> <p>All staff have basic training in Makaton and the use of visual aids such as PECs and signs and symbols.</p> <p>Development of a sensory room to cater for the needs of those children identified as having sensory processing difficulties.</p>	<p>Build towards a total communication approach.</p> <p>Plans for new ASD training for all class staff and TAs</p> <p>Review and update second sensory room and attached learning space in Hub 3.</p> <p>New outdoor play equipment to be installed Autumn 1</p>	<p>Identify communications champions to model and share good practice.</p> <p>Dyslexia awareness training.</p> <p>Further training in PECS and Makaton.</p> <p>Working party to review and plan sensory room update.</p> <p>The outdoor environment will be better suited to meet</p>	<p>AM, LB, SALT, AB</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SB, AM</p>	<p>Summer 24</p> <p>Spring 24</p> <p>Spring 24</p> <p>Autumn 23</p> <p>Autumn 23</p>	<p>Staff will be trained to better spot and support pupils with dyslexia</p> <p>Staff will be better trained in order to support learners with communication needs.</p> <p>The academy will have a further enhanced sensory provision.</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Enhanced provision ASD room has been installed which includes an integrated sensory room and soft play areas.</p> <p>A life skills room and curriculum has been created to help children develop independence.</p>		<p>the needs of the pupils.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>The whole school is on one level with access ramps from the front and rear car parks.</p> <p>Accessible changing tables to support children with intimate care needs.</p> <p>The library has enhanced accessibility due to level flooring being laid with improved walkways.</p> <p>The new front door has a wider entrance to aid access.</p>		<p>Ensure disabled toilet/shower is fixed and in good working order</p> <p>Ensure all internal doors and classrooms are wheelchair accessible.</p>	<p>SB, MS</p> <p>SB, MS</p>	<p>Spring 24</p> <p>Spring 24</p>	

	<p>Changing facilities included within toilet in Hub 1.</p> <p>Plans in place to update the outdoor learning environment.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school 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 • Pictorial or symbolic representations • Makaton 	<p>Ensure information is accessible to all.</p>	<p>Staff training in Makaton, PECS</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Staff will be better trained in different communication methods.</p>

4. Monitoring arrangements

- 4.1 This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.
- 4.2 It will be prepared by the Principal and approved by the board of trustees.

5. Links with other policies

- 5.1 This accessibility plan is linked to the following policies and documents:
 - a) Risk assessment policy
 - b) Health and safety policy
 - c) Equality information and objectives (public sector equality duty) statement for publication
 - d) Special educational needs (SEN) information report
 - e) Supporting pupils with medical conditions policy
 - f) Safeguarding

6. Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None		
Corridor access	Acceptable	None		
Lifts	N/A			
Parking bays	Car park is accessible with a ramp and steps but currently no designated disabled bays marked out.	Parking bays to be clearly marked out. Disabled parking bay for bus transporting wheelchair using child close as possible to school entrance.	MS	
Entrances	Acceptable	None		
Ramps	Ramp in place behind gym and leading to rear carpark.	None		
Toilets	Disabled toilet/shower currently unable to be used.	Disabled shower/toilet to be fixed and made functional again.	AM, Site Manager, SB	2023

	Changing table in Hub 1 for children with intimate care needs.			
Reception area	Ground floor accessible	None		
Internal signage	N/A			
Emergency escape routes	Ground floor accessible	None		