

Academy Policy

Accessibility Plan

CEO approval:	Sean Kelly	
LGB Cluster ratification	SEND Cluster	
Last reviewed on:	Autumn 2024	
Next review due by:	Autumn 2025	

To be ratified

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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 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

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<i>Include established practice and practice under development</i>	<i>State short, medium and long-term objectives</i>				
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. Pupils are placed on one of 3 learning pathways, depending on their need (academic, social). Each pathway has its own curriculum to best support learners' needs.</p> <p>All staff receive training in Makaton (At least level 1) and the use of visual aids such as PECs and signs and symbols.</p> <p>Sensory rooms cater for the needs of those children identified as</p>	<p>Build towards a total communication approach.</p> <p>TEACCH Approach training to be accessed by identified teaching and learning staff.</p>	<p>Identify communications champions to model and share good practice.</p> <p>Key staff to be trained in TEACCH Approach to build knowledge and capacity within school to reflect the changing pupil cohort.</p>	<p>AM, LB, SALT, AR</p>		<p>Staff will be better trained to support learners with communication needs.</p>

	<p>having sensory processing difficulties.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Zones of Regulation are used throughout school to help children identify and regulate their emotions.</p> <p>Enhanced provision ASD has been installed.</p> <p>Life skills room and curriculum have been created to help children develop independence.</p>	<p>Sensory processing training for all class staff and TAs</p>	<p>Staff training in sensory processing from Occupational Therapist.</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>Leaders to produce vision for project environment.</p>	<p>The environment and infrastructure improvements and updates will be carried out, providing an updated internal environment which better supports the curriculum and needs of our pupils.</p> <p>Consultation with OT service when planning environmental changes and use of resources.</p>	<p>AM TF SLT</p>		<p>A clear vision will be communicated with staff which will provide a remit to work towards when reviewing the internal environment. Staff will understand the vision and how it will benefit our pupils.</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 • Staff use Makaton signs and other non-verbal forms of communication. 	<p>Ensure information is accessible to all.</p>	<p>Ensure all new staff are trained in Makaton, PECS and other communication strategies.</p> <p>TEACCH training for yellow pathway staff.</p>	<p>SLT</p>		<p>Staff will be better trained in different communication methods.</p>
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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

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None	N/A	N/A
Corridor access	Acceptable	None	N/A	N/A
Lifts	N/A	N/A	N/A	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	Spring 2025
Entrances	Acceptable	None	N/A	N/A
Ramps	Ramp in place behind gym and leading to rear carpark.	None	N/A	N/A
Toilets	New disabled toilet in reception area. Disabled toilet/shower is usable. Changing tables in Hubs 1 and 2 for children with intimate care needs.	Disabled shower functional, needs improving.	AM, Site Manager, SB	2025
Reception area	Ground floor accessible	None	N/A	N/A

Internal signage	Ensure internal signage is accessible and relevant.	Make greater use of visual symbols on internal signage	AM, TF	2025
Emergency escape routes	Ground floor accessible	None	N/A	N/A