

ACCESSIBILITY PLAN

Policy Title:	Accessibility Plan
Version:	
Trust Board Approval:	
Date of Next Review:	June 2023

1. Aims

The Trust aims to treat all its employees and pupils fairly and with respect. This involves providing access and opportunities for all staff and pupils without discrimination of any kind, together with ease of access and considerations for visitors to the academy.

Under the Equality Act 2010 Academies are required to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled staff and pupils can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled staff and pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled staff and pupils

Each Academy plan will be made available online on the Academy's website, and paper copies are available upon request.

The Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and supports any available partnerships to develop and implement the plan.

The Trusts complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of our Academies, this procedure sets out the process for raising these concerns.

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 Academy's on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Academies are required to make 'reasonable adjustments' for staff and pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled staff and pupil faces in comparison with non-disabled staff and pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the Trusts funding agreement and articles of association.

The following Action Plan is to be completed by each Academy Principal to demonstrate the Trusts commitment and compliance to the Equality Act 2010.

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	Our Academy offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To develop whole school approach to Speech, language and communication Needs (Long Term) To further develop staff knowledge on identifying SEN and addressing barriers to learning, in line with High Quality	Focus on SLCN as a priority for development.	SENCo/Headteacher/SLT/Hofs/ Teachers	Ongoing	staff able to identify children with SLCN. All staff using effective strategies to address the needs of children with. Data say about the progress that pupils with SLCN are making progress socially, emotionally and academically
			Ongoing training for staff through workshops to meet the needs of students who have SEND.	SENCo/SaLT	Ongoing	Improved quality of teaching and learning and high- quality teaching Enhanced awareness of

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Teaching (Medium Term).</p> <p>To develop the use of assistive technology in the classroom to enhance access to learning to for pupils (Medium Term)</p>	<p>Increase access to the curriculum for all pupils via a range of assistive technology and developing the skills to use them: Touch Typing course; laptops/iPads; text to speech software, and speech to text software; voice recording devices; electronic magnifier and Audio books.</p> <p>Ensure staff are familiar with the technology and use of equipment to</p>	<p>SENCo/VI specialist/HI specialist/SaLT/IT Support team</p>	<p>June 2023</p>	<p>diversity and full inclusion for pupils with SEND.</p> <p>Pupils can access more information and support through assistive technologies. Pupils able to work more independently</p>
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<p>Improve and maintain access to the physical environment for all</p>	<p>The environment is adapted to the needs of staff and pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lifts • Disabled parking bays • Disabled toilets • Evacuation chairs • Lower reception desks 	<p>To ensure our academy is accessible and inclusive to all.</p> <p>To ensure that the refuge point communication system is fully operational.</p> <p>To adapt to meet an individual's needs or a change in legislation.</p>	<p>Detailed information of need to be understood at interview process – either staff or student.</p> <p>Refuge communication system to be upgraded.</p>	<p>Admissions team / SENCO</p> <p>Estates Manager</p>	<p>Ongoing</p> <p>June 2023</p>	<p>Site accessible for member of staff or pupil as per their requirements.</p> <p>System operational.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our Academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	<p>Develop the use of visuals around the school</p>	<p>Ensure students use a visual timetable where required.</p> <p>Ensure that all internal signage is appropriate for staff and student's needs.</p>	<p>SENCo</p>	<p>ongoing</p>	<p>Pupils able to navigate their way around the building and curriculum with confidence</p>

4. Monitoring arrangements

This document is approved by the Trust Board will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

The individual Academy Action Plans will be reviewed by Principal and Local Governing Committee.

5. Links with other policies

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

- HR policies
- Risk assessment policy
- 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
- Personal Emergency Evacuation Plans (PEEP)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	None	N/A	N/A
Lifts	3	None	N/A	N/A
Parking bays	3 – visitor car park	Spaces can be identified in the main car park if required.	SMC	As and when needed
Entrances	Automatic doors for main reception	Regular maintenance in place.	SMC	N/A
Ramps	N/A	N/A	N/A	N/A
Toilets	Reception area	N/A	N/A	N/A

	Art block Vale School area			
Reception area	Lowered reception area.	N/A	N/A	N/A
Internal signage	Emergency exit signs illuminated and in working area.	Annual maintenance undertaken	N/A	N/A
Emergency escape routes	Emergency exit signs illuminated and in working area. Regular fire drills undertaken Evacuation chairs in place at refuge areas.	Refuge communication system to have remedial works undertaken – July 2021.	SMC	June 2023