

ACCESSIBILITY PLAN

Policy Title:	Accessibility Plan
Version:	2
Trust Board Approval:	June 2022
Date of Last Review:	April 2024
Date of Next Review:	June 2025

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 Trust's 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 Trust's funding agreement and articles of association.

The following Action Plan is to be completed by each Academy Principal to demonstrate the Trust's 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.

The information set out in the column 'current good practice' are examples to guide the Academy on its own analysis of their practice. They are not a thorough representation of good practice, and should be adapted to suit your Academy's context.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Lesson plans cater to diverse needs, offering multiple means of representation, engagement, and expression.	Continue to develop more accessible teaching resources.	Training programme to be delivered to staff to provide appropriate CPD opportunities, to include: teaching students with a disability, responding to changing student needs.	SENDCo/EMO	July 2024	Staff will be able to differentiate lessons consistently and appropriately.
	We use resources tailored to the needs of students who require support to access the curriculum.	Short term – staff members need to further develop their skills to support students with highest level of needs.	Review current provision to take place and matched to level of need.	SENDCo/Principal	July 2024	The Differentiation team is fully resourced and matches the needs of highest-level needs students, including those with EHCPs.

	<p>Pupil profiles play a pivotal role in tailoring teaching strategies and support services.</p> <p>Ongoing professional development for teachers, flexible assessment strategies, and sensory-friendly spaces</p> <p>Regular communication with parents, inclusive language, and trained support staff</p>	<p>Medium term – Differentiation team specialises to the extended high level of needs, including those students with EHCPs.</p> <p>Differentiation team to be fully trained in accessibility for exams</p>	<p>Staff development, including subject specific training on adapted papers and use of technology in assessments</p> <p>Subject Local Offers adapted for the new academic year.</p>	<p>Exams Officer/SENDCo</p> <p>Curriculum Leaders/NME</p>	<p>December 2024</p>	<p>All students are able to fully access their exams, including utilizing technology to overcome barriers to success.</p> <p>Curriculum is suitable for the current cohort and their needs.</p>
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Improve and maintain access to the physical environment	The school is designed with accessibility in mind, featuring ramps, lifts, and accessible entrances for students with mobility challenges.	Short term – Lifts and ramps to be audited and maintained to ensure that they are accessible at all times for students who need them.	Audit of current equipment to be carried out and equipment regularly maintained.	ZDI/JOS	June 2024	Lift and ramps remain fit for purpose.
	Adaptive technology, such as screen readers, adjustable desks and reading pens. Reasonable adaptations are employed in lesson planning and classroom design, offering multiple means of representation, engagement, and expression. Classroom materials are provided in various formats. More quiet spaces are created for students with sensory sensitivities.	Increase number of keys Medium term – all classrooms must be suitable for students with visual and hearing impairment Long-term – students with physical disabilities need a place to have physiotherapy	Incorporation of appropriate equipment and use of Braille and radio aids where necessary and appropriate.	SENDCo	July 2024	Classrooms are suitable and can be accessed by students with visual and hearing impairment

<p>Improve the delivery of information to students</p>	<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 • Pictorial or symbolic representations 	<p>Short term – students with SpLD must be able to access all written information.</p> <p>Students with visual impairments must be able to access all written information</p> <p>Medium term – Written information needs to be accessible to students with English as an additional language.</p>	<p>All documentation should be available on coloured paper as appropriate, overlays in all subject areas.</p> <p>All documentation should be available as an enlarged version or in Braille as appropriate.</p> <p>All written information should be available at a suitable reading age.</p> <p>Liaise with outside agencies and provide training for staff on ensuring that they can adapt written</p>	<p>SENDCo/BCU</p> <p>KPO</p>	<p>Ongoing</p> <p>July 2024</p>	<p>All documentation is accessible to all learners</p> <p>All documentation is accessible to all learners.</p>
<p>Improve access to Mental Health Support across the Academy</p>	<p><i>A mental health escalation process in place that is triaged by a mental health lead.</i></p> <p>On site school social worker fact tracking mental health referrals.</p>	<p>Short term – ELSA training with Educational Psychologists</p>	<p>Work with BwD EP to organise training sessions.</p>	<p>TW/VGS</p>	<p>June 2024</p>	<p>ELSA trained staff in school and able to implement sessions with students without supervision.</p>

		<p>Medium term – Inclusion team review extended social worker brief</p> <p>Long term – Train all staff to achieve Mental Health accreditation</p>	<p>Look for CPD opportunities for Pastoral Board to attend</p>	<p>MDU/SNE</p> <p>EMO/SENDCo</p>	<p>July 2024</p> <p>December 2024</p>	<p>More staff on the inclusion team</p> <p>LSAs are specialised under the 4 areas of need.</p>
<p>Improve access to training (regarding student needs) for all staff.</p>	<p><i>Staff Handbook</i></p> <p><i>CPD sessions</i></p> <p><i>Co-planning</i></p> <p><i>Review Feedback</i></p>	<p>Short term – SEND info a regular item in weekly newsletter.</p> <p>Half termly Learning Spotlight focus</p> <p>Medium term – Termly CPD sessions</p> <p>Long term – Staff recruitment and training.</p> <p>Succession planning</p>	<p>SEND team to input information into weekly newsletter.</p> <p>SENDCo and Inclusion lead to deliver staff CPD</p>	<p>SENDCo</p>	<p>Ongoing</p> <p>July 2024</p>	<p>Staff Handbook readily accessible to all staff</p> <p>Weekly newsletters in SEND information</p> <p>Staff trained and feel more confident teaching the various needs.</p> <p>Staff in place to replace key members of staff</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 members of the Senior Leadership Team as appropriate.

5. Links with other policies

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

- 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
- First Aid and Medicines Policy

Appendix I: Accessibility audit

Feature	Description	Action to be taken	Person responsible	Date to complete actions by
Number of storeys	2 – all accessible via staircase and lifts	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Corridor access	16 corridors all accessible via staircase and lifts	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Lifts	3	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Parking bays	86 standard bays 3 disabled bays	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Entrances	17	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Ramps	1	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Toilets	47 standard 11 disabled	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Reception area	2	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Internal signage	All signage is clear and adequate	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Emergency escape routes	35	Estate team – regular patrols to ensure all exits are clear from obstructions	Estates Team	Ongoing