



Accessibility Plan

Version: 1 Created October 2021

Review: October 2024

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
October 2021	Whole document	Review of document and writing of plans.	3 yearly review

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- **Introductory Statement**

- .1 This Accessibility Plan has been drawn up in consultation with the Operations Manager and SENDCo of the Academy and covers the period from October 2021 – October 2024. The plan is available in large print or other accessible format if required.
- .2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- .3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- **Background**

- .1 The Academy's layout and facilities
 - .1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a building which was designed with full accessibility in mind.
 - .1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:
 - increase the extent to which disabled pupils can participate in the Academy curriculum
 - improve the physical environment of the Academy to increase access to education by disabled pupils
 - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
 - .1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
 - .1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - health and safety policy

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- .1.5 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in October 2024 when a new Plan will be produced to cover the next three years.
 - .2 Welcoming and preparing for disabled pupils
 - .2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.
 - .2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (EHC) plan the Academy will work with the Local Authority (LA) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.
 - .2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3. Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Enable staff to increase their knowledge and understanding of needs of pupils with a disability and in differentiating the curriculum.</p> <p>Staff to have a clear understanding of a range of different disabilities and the impact on teaching and learning.</p>	<p>Staff training on SEND strategies and meeting SEND needs, including Dyslexia Awareness; support for SEMH; Autism training; speech and language training.</p> <p>Teacher PD on SEND once a term.</p> <p>Use of Widgit for graphic organisers.</p> <p>CTM that focus on children with SEND every fortnight.</p> <p>Introduction of EduKey Provision Map to support planning and provision for pupils with disabilities.</p> <p>Assemblies that celebrate Dyslexia Week/Autism Week/Mental Health Week.</p>	<p>Staff confidence in making the curriculum accessible and differentiating for children with disabilities.</p>	<p>By July 2022</p>	<p>Flexible approach to disabled pupils and increase in access to the National Curriculum.</p> <p>Success of disabled pupils in examinations.</p>
Medium term	<p>Ensure all school trips are accessible for all students with disabilities and medical needs</p>	<p>Review of school trips with SLT link.</p> <p>Trip leaders to check with SLT link and SENDCo as part of the trips procedures.</p> <p>Use of Evolve for planning trips.</p> <p>Training for trip leaders if required.</p> <p>Health Care Plans or risk assessments in place and other arrangements with access to support staff if required.</p>	<p>All students are fully included in trips.</p>	<p>All trip risk assessments for ensuring accessibility must be completed in line with Academy policy and be submitted 6 weeks before the trip and reassessed prior to the trip in case of any changes</p>	<p>All students can access trips</p> <p>Risk assessments for SEND students part of Evolve system and EHCP are accessible to all staff.</p>

Long term	<p>To improve the accessibility of the curriculum for all pupils</p> <p>Ensure PE activities are accessible by all.</p>	<p>PE curriculum adapted to meet needs of all children</p> <p>Mindful planning and delivery of sports sessions, trips and sport events</p> <p>Use of different apparatus and sports equipment when necessary</p> <p>Risk assessments to be completed</p> <p>Authorisation and medical documentation to support full participation</p> <p>PE policy clearly shows differentiation and achievable outcomes for all</p>	<p>All students participating and achieving through sports</p>	On-going	Full participation in the curriculum.
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Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4. Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>To ensure learning spaces are low arousal to promote a calm environment and reduce sensory overload.</p> <p>Incorporation of appropriate colour schemes when refurbishing to support low-arousal spaces.</p>	<p>Consideration of neutral colours during refurbishment.</p> <p>Classrooms to have consistency of learning boards and a neat and tidy environment,</p>	<p>Re-painting scheme has been completed with neutral colours.</p> <p>Classrooms show consistency.</p>	On-going	Improvements in classroom environment and low arousal space.
Short term	Sensory space to support pupils with both hypo and hyper sensory needs and those with ASC tendencies.	Sensory room with dark den area, gym balls, trampoline, sensory activities and resources.	Sensory room set up.	February 2022	Equipment sourced and sensory room set up. Children enjoy being in this room.
Medium term	Ensure that accessibility to all areas is reviewed and maintained	Complete Accessibility audit Action any recommendations	Accessibility of the environment is reviewed in line with the needs of children and families.	Annually	<p>Physical environment is accessible to all.</p> <p>Completion of annual audit</p>
Long Term	Enable disabled pupils and visitors to park within reasonable distance of the school	Designate at least one parking space for accessible parking and label it clearly.	Accessible parking achieved.	By end of 2022	Improved access to school site.

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5. Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Staff to enlarge text if required. Use of different backgrounds on slides and different coloured buff paper. Use of coloured overlays. Use of Widgit visuals. Use of Makaton. Use of writing/reading slopes. Become aware of the services available through the LA for converting written information into alternative formats.	Teacher and school resources show differentiation. If needed, the school could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved. Ongoing use of resources
Medium term	Ensure information to parents is accessible.	Use of simple language in communications. Use of visuals. Use of Class Dojo with translation service available. Use of Big Word for parent interpreting.	More effective communication between school, children and families.	On-going	Class Dojo used. Big Word now being implemented.
Long term	Develop staff awareness on greater use of ICT and SEND.	Use of ipads and laptops. Programmes to promote learning and accessibility in mainstream classes.	All students fully access and make good progress within the curriculum.	By July 2022	

Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

