

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

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

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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](#).

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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	To ensure our academy offers a differentiated curriculum which is adapted for all pupils.	All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuroinclusive practice.	SENDCO and Teaching and Learning Lead	On going	Increase in access to the national curriculum. All teachers are able to fully meet the requirements of disabled student’s needs with regards to accessing the curriculum.
	To ensure the curriculum is reviewed to make sure it meets the needs of all pupils.	Regular PD sessions within every department ensures the curriculum across the academy is actively reflected upon by subject areas.	Continue to review and reflect on curriculum across the academy to ensure all students have access to a broad and rich academic diet. Continue to audit staff training requirements and	Area Leaders, Lead Practitioners and Teaching and Learning Lead	On going	Increase in access to the national curriculum.

			offer necessary CPD to support.			
	To ensure all pupils are given access to necessary skills that will equip them for life beyond education.	Staff are aware of the relevant issues and can ensure that all students have equal access to life preparation learning. The use of other professional partners has been made available. Improved option choice at key stage 4.	Review the specific needs for students living with a disability including basic daily living skills, relationships and future aspirations.	SENDCO and Senior Leadership Team	On going	Increase in preparation for adulthood.
	To ensure targets are set effectively and are appropriate for pupils with additional needs.	Staff have a clear understanding of pupil needs as shared by SENDCO team through Pupil Passport, Pupil Plan, Inclusion Support documentation, all relevant documentation to have a clear picture of need.	Continue to review and share up to date documentation.	SENDCO	On going	Increase in access to the national curriculum and preparation for adulthood.
	All extra-curricular activities are planned to ensure the participation of the whole range of students.	All extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Review all extra-curricular provision to ensure compliance with legislation.	SENDCO and Senior Leadership Team	On going	Increase in access to all Academy activities for all disabled students.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment	Ensure all school staff are given relevant	Work with external agencies to provide adequate training for all Academy staff to	Continue promoting Academy community awareness of issues relating to accessibility.	SENDCO and Senior	On going	Academy community will be a more inclusive and social environment for all.

of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	training regarding awareness of need.	enable pupils to access the curriculum in an inclusive environment.	Provide training for governors, staff, students and parents Discuss perception of issues with staff to determine the current status of Academy.	Leadership Team		
	Ensure accessibility to IT equipment.	Use of magnifying lenses and anti-glare lenses for the iPads installed. Use of coloured overlays for computer screens. Use of adapted keyboard.	Research and implement the use of software to aid the visually impaired when using the iPads. Liaise with Visual Impairment team.	SENDCO and IT Technician	On going	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	Ensure classrooms are optimally organised to promote the participation and independence of all students.	Lessons start on time without the need to make adjustments to accommodate the needs of individual students. Seating plans used to accommodate the needs of students. Classroom layout considered where accessibility is paramount.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	All classroom-based staff	On going	Increase in access to the national curriculum.
	Ensure access to the Academy site is appropriate for a person with needs.	Accessible car parking is provided, ramps are installed up to the Reception area, an automated door is in situ, counter is at a lower level.	Review and update as needed, ensuring easy visibility and clarity of all. Installation of an induction loop on Reception.	Principal	On going	Increase in access to school site for community.
	Ensure appropriate access to a room if pupils require longer to eat their lunch.	Pupils use a Buddy Club system at both break and lunch times whereby they are in a supervised nurturing	Continue to provide safe nurturing environments for pupils to eat at their own pace.	SENDCO	On going	Increase in sense of belonging and place of safety.

		group in which they can eat at their own pace with support, if required.				
	Ensure all pupils with physical disabilities can be safely evacuated from the Academy building in the event of an emergency.	Practice fire drills to embed procedures needed in the event of an emergency evacuation.	Continue to liaise with keyworkers to ensure they are aware of their responsibilities in the event of an emergency evacuation.	SENDCO and Senior Leadership Team	On going	Safety of pupil

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Improve the availability of accessible information to pupils with disabilities	Ensure written materials will be available in a variety of different supportive formats.	The academy currently works in collaboration with the LA and Intergrated Care Partnership to screen for visual impairments and conditions and ensures that written resources are available in a variety of fonts, sizes and colours to aid students' needs.	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.
	Ensure large signage to be used throughout the Academy for ease of communication.	All emergency signage is in large text and illuminated in all areas of the Academy building. Offices are clearly labelled with room and staff names.	Continue to carry out safety checks to ensure signage is in good working order and clearly visible for all.	Site Staff	On going	Clear visibility for stakeholders.
	To ensure that parents who are unable to attend the Academy, due to disability, for	The introduction of SchoolCloud for Parents' Evenings has remained in situ for some year groups	Continue to roll out the option of online meetings for parents / professionals with disabilities.	SENDCO and Senior Leadership Team	On going	Increase in accessibility for stakeholders.

	meetings, Parents' Evenings, etc, can do so remotely.	(voted for via Parent Voice) alongside the option of face to face or online for Annual Reviews.				
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Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.