

## **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 <b>curriculum</b>	To implement an accessible curriculum for all pupils	<p>The Academy has identified three strands to the curriculum to ensure that support and opportunities are in place to develop individual needs of pupils: The National Curriculum, The Needs-Based Curriculum and The Incidental Curriculum.</p> <p>Inquiry Questions are used as part of staff CPD to engage with research within the field of social, emotional and mental health.</p>	<p>Continual CPD for staff around the three curriculum strands and targeted pedagogical strategies to support the most prevalent difficulties/disabilities within the academy e.g. ADHD and ASD/ASC.</p> <p>Strategic use of 'Inquiry Questions' (a CPD approach) to support continual implementation of current research strategies targeted to specific disabilities.</p>	SENDCo  PD Lead	Annually reviewed alongside academy improvement plan	<p>A purposeful curriculum that supports the needs of pupils attending the academy.</p> <p>The academy is using current research to inform strategies and pedagogical approaches.</p> <p>Staff continue to develop their practice by engaging with research and adapting approaches to meet the needs of pupils.</p>

	To use resources tailored to the needs of pupils who require support to access the curriculum	<p>Accessible sensory equipment and areas are available to meet the needs of pupils when required.</p> <p>Bespoke equipment is obtained to support individual needs of pupils when required.</p> <p>Modifications made to curriculum resources to ensure accessibility for pupils who require reasonable adjustments.</p>	<p>Annual audit of pupil needs to ensure resources are considered each year.</p> <p>Termly monitoring to ensure curriculum content is accessible for pupils.</p>	SENDCo	<p>Annual audit following new placement confirmations</p> <p>Termly monitoring</p>	Appropriate resources in place to ensure pupils can access the curriculum.
	Curriculum resources include examples of people with disabilities	Intervention resources are representative of different disabilities and are used to support pupil understanding.	Further matching of texts to curriculum topics to embed these opportunities within the National Curriculum.	Reading Lead	Half termly	Texts are selected to represent needs within the Academy.
	Curriculum progress is tracked for all pupils, including those with a disability	A bespoke assessment system is being developed to support the identification of needs and to measure progress accurately and effectively allowing targeted support to be implemented.	Continual refinements being made to the assessment systems in place to target and strategically apply support.	SENDCo	Alongside Academy Improvement Plan	An assessment system in place that can capture the holistic progress being made by pupils.

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Improve the <b>physical environment</b> of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	The physical setting is designed and modified to support the needs of SEMH learners.	<p>Staff within the Academy know pupils well and will implement strategies on children's individual regulation plans to prevent dysregulation from occurring where possible. Should dysregulation still occur then aspects of the physical environment are considered to reduce any impact on the school community:</p> <ul style="list-style-type: none"> <li>• The academy is zoned into areas to restrict pupil movement</li> <li>• Circulation routes are separated with doors on a fob system.</li> <li>• Academy colours and furniture have been adapted to support regulation</li> </ul>	<p>Patterns of behaviour are analysed to see if the physical environment is impacting on dysregulation.</p> <p>Communication with the estates team is regular to review the physical environment.</p>	Principal	Termly	<p>The physical environment is responsive to pupil need.</p> <p>The environment supports pupils and staff to remain safe.</p>
	Access to IT Facilities	All pupils have access to IT equipment to support their engagement within the curriculum.	Annual review of IT equipment to ensure pupils can access software and to explore any additional	IT Team	Annual	For the Academy to continue to utilise a range of IT equipment to enhance the

			resources that can be incorporated into classroom teaching.			curriculum offer e.g. VR Headsets, laptops, iPads etc.
	Escape routes in fire/ lock down	Visible fire exit routes are displayed within the Academy.	Update any displays if/when any modifications are made to the building.	Caretaker	Ongoing	Reference displays in place for any new staff/visitors in case of a fire.
		All staff trained in fire awareness with allocated fire wardens.	Annual training	Business manager	Annual	High level of staff knowledge and confidence in responding to a fire alarm.
		Fire alarm regularly tested and linked to door release system.	Continual fire alarm checks.	Caretaker	Ongoing	Ensure system is maintained and working appropriately.
		Lockdown procedure in place with staff confident in the process to follow.	Annual practise for staff.	PD Lead	Annual	High level of staff knowledge and confidence in responding to the lockdown procedure.
	Hearing accessibility	<p>Reduced class sizes and flexible seating plans to support any hearing impairment.</p> <p>Liaison with the sensory team within the local authority and, where necessary, audit the environment and act on any recommendations.</p>	Continue to liaise with families and agencies to deepen understanding of pupil need.	SENCo	Ongoing	For any pupil with a hearing impairment to have full access to the curriculum offer and staff to have an awareness of the potential impact of this.

	Lighting to support pupil's sensory needs	All classrooms have alternate lighting that can be used to support	Sensory audits to support key areas of school that may require additional adaptations.	Principal/SENCo	Annual	To reduce the impact of any sensory demands on pupils to support their engagement with the curriculum.
		regulation different to the main lighting.  Blinds in every classroom to monitor the impact of glare from the sun.				

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Improve the availability of <b>accessible information</b> to pupils with disabilities	To ensure information is accessible to stakeholders.	Our academy uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial and/or symbolic representations</li> <li>• Use of interpreters and interpretation software for parents who struggle to access English.</li> </ul>	Review of resources alongside pupil need to ensure that curriculum tasks are accessible and support pupil engagement.	SENCo	Termly	Curriculum resources and information is accessible to all stakeholders.

	To ensure there continues to be a graduated response to identifying additional/emerging needs that may relate to a disability.	The SENCo and family intervention team liaise with families and support meetings with a range of agencies/professionals to ensure that accurate information is shared from a	Continue to offer support to families to ensure pupils can access support from appropriate agencies.  Continue to engage with the Local Offer for any updates to services.	Pastoral team	Ongoing	Unidentified and emerging needs are identified and referred to appropriate agencies.  Families are supported to engage with relevant professionals so that pupils
		home and education perspective.  The family intervention team support families to access information and signpost them to relevant services.  Appropriate referrals are made to agencies to explore any unidentified needs.				have access to targeted support.

### 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.