

Accessibility Plan

Policy Details	
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Date reviewed:	March 2024
Approved by Governors, including Ruth Harker Chair of Governors:	March 2024
Date of next review:	March 2025

1 Accessibility Plan

1.1 Introductory statement

This Accessibility Plan covers the period from March 2024– March 2025. The plan is available in large print or other accessible format if required.

The plan takes account of the academy's public sector equality duty set out in section 149 of the Equality Act 2010.

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.

2 Background

2.1 The academy's layout and facilities

The academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the academy. The academy occupies a fully accessible site.

The accessibility of provision for all pupils, staff and visitors to the academy will continue to be monitored, particularly 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.

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.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- equal opportunities policies
- health and safety policy
- special educational needs policy

The plan will be monitored at meetings of the governing body. There will be a full review of the plan in the summer term of each year and a new plan will be produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled pupils

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.

In order to meet the needs of disabled pupils, the academy requires full information. The academy will ask prospective pupils' parents/carers 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 Care 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.

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.

Increasing the extent to which disabled pupils can participate in the academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	On going	Flexible approach to disabled pupils and increase in access to the academy's curriculum. Success of disabled pupils in examinations.
Medium term	Ensure school has necessary equipment and appropriate furniture	Audit need and equipment with appropriate member of inclusion team.	Every room has the correct equipment furniture to meet needs.	Annually	Adjustable tables in all rooms which would be used.
Long term	Ensure transition information is provided with enough time to make reasonable adjustments and appropriate equipment changes.	SENCO to be invited to initial induction meetings where appropriate.	Information gathering is completed well in advance to allow forward planning.	Annually/ interim periods where students are referred at short notice.	Successful transition/well informed staff.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure downstairs teaching spaces are sufficiently well equipped for any disabled students.	Designate at least one space which would be appropriate for disabled students.	Disabled students able to access curriculum and work in appropriate conditions.	Annually	Improved provision for disabled students in downstairs spaces.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats when and where appropriate	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the academy could provide written information in alternative formats.	As required	Delivery of information to disabled pupils is improved.
Short term	Ensure all staff have white boards with appropriate background colour to support students.	Reminders through emails Learning walks to ensure this has been completed	All staff using whiteboards have amended the background colour appropriate for all students- particularly those who are dyslexic	Termly	Improved access for all students.
Medium term	All faculties have purchased stocks coloured paper/exercise books to support dyslexic students	Postcards/1 page profiles At a Glance booklet Review of access arrangements for exams	Dyslexic students have access to appropriately coloured paper for worksheets and assessments	Termly	Improved access for all students.

<p>Long term</p>	<p>Investigate the use of reader pens for examination use</p> <p>Continued reviews and discussions regarding overall support available to individuals during examination periods.</p>	<p>Purchase and trial with targeted students.</p> <p>Access Assessor visits to be booked yearly</p>	<p>Appropriate students supported with reading in examinations to boost outcomes and confidence.</p> <p>All students have sufficient access arrangements to ensure any needs are been met during examination periods</p>	<p>This year</p>	<p>Improve accessibility to external examinations for all appropriate students.</p>
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