

Aims

The purpose of the plan is to:

- Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Increase the extent to which disabled students can participate in the curriculum
- Improve the availability of accessible information to disabled students

The Academy is committed to providing an environment to ensure that all groups prosper and can fully access the Academy facilities and services, including those with disabilities and special educational needs. The Academy is committed to making reasonable adjustments* to allow students with disabilities to access the educational provision and related services at the Academy.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make specific physical alterations to the fabric of the school in order to meet the need of disabled students. However, we attempt to make the buildings accessible as part of our overall planning duty.*

We work closely with families about the nature of their children's needs and take all needs into account when planning all activities. An audit will be conducted with students who transfer to the Academy to determine the needs of disabled students, allowing prioritisation of those specific requirements when reviewing the Accessibility Plan.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Academy supports any available partnerships to develop and implement the plan.

We plan, over time, to increase progressively the accessibility of the school to students with disabilities (the planning duty).

This plan is made available on the Academy website and is also available in large print or other accessible format if required.

Legislation and Guidance

This document meets the requirement 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 his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student feels in comparison with non-disabled students.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

Having conducted an audit of our Academy's accessibility, we can see that there has been progress made, including:

1. Resurfacing of the car park and the pathways, ensuring that they are smooth and trip hazards kept to a minimum
2. The lifts are being updated and will be functional during February half term 2023
3. A new hob was installed in the cookery room which gave better access to disabled students
4. 4 Science labs have been refurbished and include desks which are adjustable for disabled students
5. We have employed a Higher Learning Teaching Assistant (HLTA) to implement more interventions to enable better access to the curriculum
6. We have installed gates at the entrance of the school which improve safety and enable us to monitor visitors to the Academy
7. We have a homework club exclusively for SEND students to ensure they feel supported with their homework
8. We provide coloured exercise books and overlays to those requiring this adjustment
9. We have installed a specific toilet seat and frame to enable safer toileting facilities for disabled students

An audit is carried out in order to review and inform the development of a new plan for the ongoing period. It may not be feasible to undertake all the works during the life of the plan and therefore some items will roll forward into subsequent plans.

This plan takes into account the nature of the Academy site, staff and students currently employed, on roll or identified for future intake at the time of review (review will be due: 2026).

Links with other policies

- Health and Safety Policy
- SEND Information Report and Policy
- Supporting Students with Medical Conditions Policy
- Equality Policy

ACTION PLAN

| Improving physical access to disabled students, staff and visitors | | | | |
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| Objective | Success Criteria | Actions and by Whom | Timeframe | Evaluation / Completion |
| Increase the safe physical access to resources and areas of the Academy site | <ul style="list-style-type: none"> • No trip hazards • Safe egress for disabled staff, students and visitors • Clear access for wheelchair users to accessible entries/exits | Site Team to review the condition of the pavement/tarmac termly | Ongoing | |
| Improve signage to signpost safest routes for wheelchair users, including Fire Escape routes | <ul style="list-style-type: none"> • Disabled staff, students and visitors who are unfamiliar with the site are able to move around safely following the signage | Identify safest routes for wheelchair access – SEND team Implement signage to signpost routes – SEND team/Resources/Site team | July 2023 – September 2024 September 2024 | |

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| Ensure that staff, students and visitors with a SEND can be safely evacuated | <ul style="list-style-type: none"> All SEND students and staff working with them are safe and confident in the event of fire (or other situations where evacuation is deemed necessary) | <p>SENCO to ensure Personal Emergency Evacuation Plans (PEEP) in place for all SEND students</p> <p>Review evacuation procedures to ensure all staff are aware of their responsibilities – Site Team / HR</p> <p>All Fire Marshalls to have up to date training – HR</p> | <p>Ongoing</p> <p>March 2024</p> <p>September 2024</p> | <p>PEEPS are in place on Pupil Profiles and are updated / monitored as appropriate. All staff have access to these on Pupil Profiles.</p> <p>Procedures are reviewed annually, or more frequently if required and there are regular evacuation drills throughout the academic year</p> |
| DDA compliant lighting / signage / staircases | <ul style="list-style-type: none"> Well-lit site and grounds. Clear signage Safe staircases | Site Team | Ongoing as part of operational maintenance schedules | VI audit conducted in 2021 – site was good. Review will be required in September 2023 |
| Increasing Access to the Academy Curriculum | | | | |
| Objective | Success Criteria | Actions and by Whom | Timeframe | Evaluation / Completion |
| Staff trained in identifying students with SEND to ensure information surrounding individual needs is made available in | <ul style="list-style-type: none"> Clear whole-school process in place for staff to refer a student to the SEND team if they believe | SENCO to undertake a study of recent research and publications to inform planning for identification process | Whole school CPD for academic year 2023-2024 onwards | SEND Trust Wide training has been completed by Natalie Packer for all staff and an additional Trust Wide Training Session complete |

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| <p>order for students to fully access the Academy curriculum</p> | <p>there is a SEND need</p> <ul style="list-style-type: none"> • Assessment materials in place to aid the identification process | <p>CPD plan to be developed to support Academy and Trust wide priorities</p> | | |
| <p>Staff trained in supporting students with SEND to enable them to fully access the curriculum – focus on key areas of need within the school: Communication and Interaction, SEMH, Cognition and Learning, Physical / Sensory needs</p> | <ul style="list-style-type: none"> • Sufficient understanding of the areas of need and available supporting information to allow staff to implement strategies to allow staff to implement strategies to allow students to fully access the curriculum • Scaffolding up via Quality First Teaching evidence via book sampling and learning walks • Availability of appropriate resources (e.g. overlays, reader pens, laptops) to | <p>Information delivered via CPD sessions, at staff meetings and by external providers as necessary</p> <p>SLT and MLT to identify good practice as part of monitoring cycle</p> <p>SENCo to research resources to support specific learning difficulties in place of TA support to promote independent learning</p> <p>Sensory Audits to become routine 2023-2024</p> | <p>Academic year 2023-2024 onwards</p> | <p>Students are routinely provided with overlays</p> <p>Reader pens are used routinely in lessons</p> <p>Laptops are provided for students who require them</p> |

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| | <p>support individual SEND needs</p> <ul style="list-style-type: none"> • Staff to routinely audit their classrooms / departments in order to ensure sensory needs are considered and met | | | |
| <p>Staff trained in supporting students with medical conditions to enable them to fully access the curriculum – focus on key areas of need within the school: diabetes awareness, support physically impaired students, support students with identified HI and VI needs, EpiPen training, epilepsy awareness</p> | <ul style="list-style-type: none"> • IHPs in place for students requiring one – overseen by designated staff • Sufficient understanding of key area of medical needs and available information to allow staff to implement strategies to allow students to fully access the curriculum | <p>Liaise with the First Aid team and school nurse to ensure correct students are identified – SENCo</p> <p>Audit of IHPs to take place – SENCo and First Aider</p> <p>Relevant information surrounding medical needs to be disseminated via staff training / CPD</p> | <p>Academic year 2023-2024 onwards</p> | |
| <p>Improved interventions to target areas of need</p> | <ul style="list-style-type: none"> • Interventions in place to target areas of need as per Academy identification or recommendation from external | <p>SENCo / HLTA to audit current interventions and their success / impact</p> <p>SENCo / HLTA to review the ADPR process to ensure the correct</p> | <p>Academic year 2023-2024 onwards</p> | <p>HLTA appointed ADPR process implemented and the first cycle completed Reports sent to parents to update them on progress</p> |

| | professionals, diagnostic report | interventions are being provided to students | | Class teachers informed of progress of students |
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| Increasing Access to Written Information | | | | |
| Objective | Success Criteria | Actions and by Whom | Timeframe | Evaluation / Completion |
| To provide written information in an appropriate format | <ul style="list-style-type: none"> All staff, students, parents, professionals can access written information appropriately Preferred methods of communication are used | <p>SENCo to ensure staff are aware of guidance on accessible formats</p> <p>SENCo to develop methods of presenting information for VI students in discussion with parents / professionals.</p> <p>Review documentation of the website to ensure accessibility for parents with English as an Additional Language</p> <p>SENCo to ensure discussion of access to information in all annual reviews for SEND needs</p> | Academic year 2023-2024 | Pupil Profiles communicate the needs of these students. Reports are received from external professionals and staff are updated. |
| Produce accessibility information to increase | <ul style="list-style-type: none"> Parents and carers are aware of how the Academy will | SENCo to establish with parents and carers a | Academic year 2023-2024 | SENCo communicates with parents regularly. Feedback on support |

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| support for parents and carers of SEND students | ensure full accessibility within the Academy | SEND information point of contact | | offered is given and positive feedback has been received. |
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