

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	Curriculum progress is tracked for all pupils, including those with a disability	Staff raise concerns with SENDCo. Staff consult with SENDCO if difficulty arises. English, Maths, Reading and Phonics data is collected and data is analysed to track pupils.	Wider curriculum is tracked to show how pupils are making progress in each area. Subject leaders to observe lessons to include SEND TAC forms and meetings to be help fortnightly. Pupils from TAC meetings to be tracked in PP meetings. GL assessments etc, to be competed as needed.	All Staff HT SENDCO Behaviour lead.	½ termly	Pupils will make progress. Pupils will have learning matched to need. Pupils will have adaptive resources available to them.
	The curriculum is reviewed to make sure it meets the needs of all pupils	Current scheme is adapted by the class teacher to meet the needs of the pupils.	SLT to review and assess the current scheme against the school need. SLT to look at alternative schemes to support the	SLT	By July 2024	Pupils will make progress. Pupils will have schemes adapted to meet their needs.

			current changing demographics of the Academy			
	We use resources tailored to the needs of pupils who require support to access the curriculum	All classes have a range of accessible resources and knowledge organisers available on the tables to support their learning. Pupils either have individualised packs or a range of resources available on their tables. Learning walls and working walls reflect the learning happening in the classroom. Children have access to a range of resources to support their physical needs. Writing wedge, wobble cushions, clip boards, fidgets, scissors, pens, pencil grips are included for all pupils to choose from to make learning accessible and comfortable	Staff to ensure written resources are adapted to meet the needs of pupils. SEND pupils will have a knowledge organiser that is tailored to their ability and year group. Staff to ensure they actively seek out resources that contain examples of disabilities.	All staff	On going	All pupils will have adapted resources available to meet their individual needs. Learning walls will reflect the learning taking place Pupils may have bespoke resources available to them. All pupils will have access to additional resources where they feel a needs. Pupils do not have to have SEND to request a pencil grip etc. should this help them to access learning. Pupils will make progress.
	Curriculum resources include examples of people with disabilities	Staff use real-life examples in their resources when using pictures.				
	The Curriculum offers a differentiated	All teachers have had training in the Judith Carter model of the 7 C's.	Audit the staffs knowledge and training requirements on a continuous basis. Support	SENDCO SLT T and L lead	On going	Increased access to the curriculum Increased learning

	curriculum that is accessible to all pupils.	Curriculum offer is not word/reading heavy. Curriculum revisits core content to enable muscle memory. Flashbacks are part of the offer in most subjects.	staff to develop practise to use the 7c's as much as possible.			Progress in 'sticky knowledge'. Pupils will make progress
	Adaptive Teaching through 7C's Judith Carter Model	All lessons have been adapted using the Judith Carter 7 C's. Staff offer a toolkit of resources to support the pupils in lessons.	Audit the use of the 7 c's and also other resources for pupils to use. Support staff with ideas, resources and training as needed. Monitor pupil's use of resources.	All staff SENDCO SLT T and L lead,	On going	Pupils will have access to a wide range of resources, Pupils become more independent in their own learning.
	Where pupils need additional interventions targets will follow them onto the classroom to ensure skills can be transferred between interventions and lessons Targets are set effectively and are appropriate for pupils with additional needs	All staff to share targets of pupils who have interventions. Staff write targets based on their knowledge of the pupils. Staff use targets that are related to the pupils SEND need.	All staff will provide targets that the pupils can use in the classroom, these will be written down. Pupils will be encouraged to use their learning from interventions in their classroom work. Robust monitoring of IEP's to ensure the targets are SMART. Additional staff training on target writing to ensure this is embedded.	All staff All Staff SENDCO	On going Termly	Pupils will work on specific areas outside of the classroom. Pupils will take targets/small steps into the classroom. Pupils will know of these as inside/outside targets. Targets meet SEND need Targets are SMART Interventions are effective

			STAR way written to ensure staff have a reminder of what to do. Robust monitoring of interventions to ensure they meet the needs of the pupils.			
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	Ensure accessibility to IT equipment	Use of magnifying lenses and anti-glare lenses for the iPads installed	Research and implement the use of software to aid the visually impaired when using the iPads	SENDSCO and IT Technician	As needed	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	Access to IT Facilities	All pupils have access to an iPad. VI pupil has personal iPad to take photo's and enlarge learning/teacher models. Copies of larger scripts etc available as needed.	Laptops available to record learning as needed	Staff	On going As needed	Pupils who require adaptations with IT equipment will have access to iPads and laptops as needed.
	The environment is adapted and suits need	Ramp to all external doors are fitted, corridor width is wide enough for a wheelchair plus other users, disabled parking bays is at the front of the school, nearest the main entrance, disabled toilets, are available in 2 parts of the	Changing facilities to be bought as needed. SLT to continuously assess the needs of pupils, particularly new starters.	SLT	On going As needed	All service users will have access to all areas of the school.

		school, library shelves are accessible to all.				
	All stakeholders are aware of the escape routes in fire/ lock down	All staff and lone working visitors have walkie-talkies. All staff and lone working visitors know the routines. Pupils regularly practise SLT look at each practise and discuss any improvements needed. All staff wear cards to support the routines on their lanyards.	Staff to ensure picture cards are replaced if lost or damaged. Office staff and all SLT to ensure visitors are aware of the lock down and fire procedures. Staff to produce PEEp's as needed for pupils.	Office staff SLT	On going	All staff and visitors are aware of the procedures. All adults are safe and can keep children safe.
	To ensure hearing accessibility for pupils and visitors.	Pupils have spaces in the classroom to ensure they can hear the teacher and are fully immersed in the classroom practise.	SENDCO to assess the needs of any pupil who enters the school and refer to the LA. SENDCO to ensure correct hearing equipment is provided and used. SENDCo and Principal to ensure adequate training is provided. SENDCo/Principal to enquire about the hearing loop in the school office. Ensure the hearing loop is working.	SENDCO Principal	Ongoing	All stakeholders have access to appropriate support and equipment to support their learning or work at the Academy.
	To ensure that toilet facilities are available and accessible at all times.	2 toilet facilities are available with adaptive equipment.	Rooms to be clear of clutter. Door handles to be adapted to suit all users.	Site supervisor All staff	Ongoing	All service users will have access to the toilet facilities.
	To ensure physical needs are met.	Referrals to the OT to ensure that pupils have the correct equipment.				

		Pupils to have adapted equipment to ensure they feel comfortable.				
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations	Information is shared with parents and carers in a variety of ways. Texts, Dojo, paper copies and verbal reminders. Dojo allows parents to translate messages also. Lesson resources are adapted for pupils, coloured paper, overlays, enlarged copies. This is also available to parents.	Where needed staff will be training in creating resources in braille and in using a nearing loop. Where needed all communication can be adapted to the individual needs of all stakeholders.	Office staff Teachers LSA SLT	Ongoing As needed	All stakeholders will have access to information that suits their needs.

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.