



An Active Learning Trust School

# **ACCESSIBILITY PLAN**

**Document Control - Amendments**

Reviewed	October 2023
Date of next review	October 2024

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## 1. Aims

- 1.1 Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- Increase the extent to which pupils with disabilities can participate in the curriculum.
  - Improve the physical environment of the academy 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.
- 1.2 Neale Wade 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.
- 1.3 The Neale Wade Academy is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.
- 1.4 The plan will be made available online on the academy website, and paper copies are available upon request.
- 1.5 Neale Wade Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6 Neale Wade Academy supports any available partnerships to develop and implement the plan.
- 1.7 If you have any concerns relating to accessibility in our academy, the complaints procedure sets out the process for raising these concerns.
- 1.8 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

## 2. Legislation

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 Academies 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 an auxiliary aid or adjustments to premises.



### **3. Action Plan**

3.1 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>AIM</b>	<b>CURRENT GOOD PRACTICE</b> Include established practice, and practice under development	<b>OBJECTIVES</b> State short, medium and long-term objectives	<b>ACTIONS TO BE TAKEN</b>	<b>PERSON RESPONSIBLE</b>	<b>DATE TO COMPLETE ACTIONS BY</b>	<b>SUCCESS CRITERIA</b>
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>We offer a differentiated curriculum for all pupils</p> <p>We identify pupils who may require additional support from transition and/or new pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum/after school activities</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. There are separate tracking facilities for pupils on the SEND register</p> <p>We review the attainment of all SEND pupils</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>We liaise closely with parent/carers to ensure effective communication and foster successful relationships</p> <p>We establish close links with outside agencies to ensure effective collaboration to</p>	<p>Identify and manage any gaps in the inclusivity of the learning environment at Neale Wade Academy</p> <p>For all pupils to be able to access all areas of the curriculum appropriately and as independently as possible.</p> <p>For all pupils to make progress and to achieve success at a level commensurate with their ability regardless of any need and/or disability</p>	<p>Liaison with feeder primary schools, parent/carers, appropriate outside agencies</p> <p>Any mid-year transfers managed effectively and supported</p> <p>Regular monitoring of departments to ensure that the curriculum is inclusive and that targets set are suitable and achievable</p>	<p>SENDCo</p> <p>SEN Staff</p> <p>Transition Coordinator</p> <p>SLT</p> <p>Governing Body</p> <p>ALT</p>	<p>As necessary</p> <p>Termly</p> <p>Annually</p>	<p>Curriculum areas are fully inclusive and accessible by all pupils</p> <p>Increased variety of resources to support all abilities</p>
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	support pupils with ongoing health needs					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Lifts</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Inclusive toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>To enable all pupils and parents/carers access all areas of the academy's physical environment</p> <p>Provision of regular maintenance of the academy's facilities</p> <p>Provision of specialist aids, furniture and resources where identified</p>	<p>Consideration of the suitability of the NWA environment annually as a minimum and when a new pupil/staff member with accessibility needs joins the academy</p> <p>Adaptations provide/installed where necessary</p> <p>PEEPs provided for all affected members of the NWA community, whether the need is temporary or permanent</p>	<p>SENDCo</p> <p>SLT</p> <p>Site Team</p>	<p>As necessary</p> <p>Termly</p> <p>Annually</p>	<p>All pupils and parents/carers visitors to the academy able to access the physical environment with ease.</p>

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Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> <li>Electronic communication</li> <li>TA support</li> <li>Exam Reader Pen</li> </ul>	<p>Adaption of communication methods where identified as required</p> <p>Communication to whole school body from SENDCo where applicable</p> <p>Staff training</p>	<p>Regular checks to determine effectiveness or information delivery, annually or when a need is identified</p> <p>Training provided in the use of resources, i.e., Exam Reader Pen</p>	SENDCo	<p>As necessary</p> <p>Termly</p> <p>Annually</p>	The needs of the whole academy community are identified and met appropriately and effectively

#### **4. Monitoring Arrangements**

4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

#### **5. Links with other policies**

5.1 The accessibility plan is linked to the following policies and procedures:

- ALT Health and Safety –Statement of Intent
- Equality information and objectives (public sector equality duty) statement
- Special educational needs (SEN) report
- NWA Policy for Special Educational Needs and Disability (inc. SEND Information Report (Local Offer))
- Supporting pupils with medical conditions policy
- Safeguarding and Promoting Pupils' Welfare Policy