



ACCESSIBILITY PLAN

LAST REVIEW

JULY 2021

REVIEW PERIOD

ANNUALLY

NEXT REVIEWDATE

JULY 2022

Contents

1. Introduction	2
2. Definition	2
3. Key Objectives.....	2
4. Principles.....	2
5. Activities.....	3
5.1 Education & Related Activities.....	3
5.2 Physical Environment.....	3
5.3 Provision of Information	3
6. Current Targets	3
7. Targets Achieved.....	4
8. Current Plans.....	4
9. Plan Availability	4
10. Linked Policies.....	4
11. Appendix A.....	4

1. Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010.

2. Definition

Disability is defined by the Equality Act 2010 (EA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

3. Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

To avoid all forms of discrimination directly or indirectly in recruitment or employment.

4. Principles

Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the EA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix A)

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1 Education & Related Activities

The school will continue to seek and follow the advice of Parallel Learning Trust, LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

5.2 Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

5.3 Provision of Information

The school will make itself aware of Trust and local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6. Current Targets

See Appendix A

7. Targets Achieved

The newer areas of the academy were designed from opening to be fully accessible to all stakeholders, and the curriculum is designed with all students in mind.

8. Current Plans

See Appendix A

9. Plan Availability

The school makes its accessibility plan available in the following ways:

A copy is held in the school offices alongside the H&S documentation

A copy is posted on the school website

A copy can be emailed or posted on request

The plan can also available in a high contrast and large print size format upon request please contact the main office for further details.

10. Linked Policies

This Accessibility Plan will contribute to the review and revision of related school and Trust policies

- SEN Policy
- Equal Opportunities Policy
- Health and Safety Policy

11. Appendix A

Target	Action	Outcome	Timescale	Success Criteria	Monitoring / Review
Ensure all staff are treated fairly and equally inline with the Equalities Act	Review current implementation of Equalities and employment policies	Employees are treated equally	Sep-21	Employees feel satisfied they are not being discriminated against	Ongoing line management meetings and PM
Ensure SOW and resources match needs	Audit	Needs of All pupils addressed	Termly 2021-2022	Improved attainment & progress of all groups of pupils	Ongoing termly Go 4 Schools, Boxall analysis and Social Independence scales

Ensure staff are trained in dealing with health related conditions, behaviour & cognitive issues	CPD plan to include training on relevant health conditions and behavioural issues	All situations dealt with effectively	Sep-21/22	Pupils feel safe and supported	Ongoing Student voice, SIS reports & Sleuth CPD calendar Educare modules
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