



## **ACCESSIBILITY PLAN**

**LAST REVIEW**

JULY 2021

**REVIEW PERIOD**

ANNUALLY

**NEXT REVIEWDATE**

JULY 2022

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## 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 |
|--|---|---------------------------------------|-----------|--------------------------------|--|