



Accessibility plan 2024-2026

Approved by: Mr Chris Fisher

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1. Aims

Schools 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 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2020, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 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

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

<p>Access to the curriculum for pupils with a disability</p>	<p>Current good practice</p> <ul style="list-style-type: none"> - Planning for progress CPD programme to support staff in planning inclusive lessons using adaptive strategies to support engagement and progress. - Inclusive planning grids, APDRs, pupil passports and data are used by staff to ensure individual needs are supported in the classroom. - Coloured overlays and paper are used to support individual student needs as appropriate. - Reading pens and laptops are used to support access to learning. - We work with specialist support teams to ensure pupils needs are known and supported e.g the VI team, Cognition & Learning team 					
Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Complete
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ongoing CPD/training to support staff to plan inclusive lessons</p>	<p>SLT to calendar ongoing CPD opportunities for staff</p> <p>SLT to share GAT/Other agency training opportunities with staff</p>	<p>SLT</p>	<p>Ongoing – annually or as need arises based on student need</p> <p>Ongoing – as information becomes available</p>	<p>Staff will be confident in delivering inclusive lessons</p>	

	<p>All students to be tracked using an appropriate tool/system to be able to measure and demonstrate progress</p>	<p>Assessment system to be reviewed to ensure that it is fit for purpose and all students can have progress demonstrated</p>	SLT	Ongoing	<p>Students are assessed accurately allowing progress to be demonstrated (including small steps of progress)</p>	
	<p>Assistive technology to be used in lessons to support access and engagement</p>	<p>External agency support used to assess and make recommendations re: assistive technology and supportive educational apps</p>	SMN/KH/SLT	Ongoing as needed to meet individual students identified	<p>Students are able to access lessons more independently and complete work which accurately demonstrates their knowledge and understanding</p>	
		<p>Staff/pupils to be trained in using suggested apps/assistive technology</p>	SMN/KH/SLT	Ongoing as needed to meet individual students needs		

Access to the physical environment	Current good practice <ul style="list-style-type: none"> - Site is well sign-posted with good access via Bath Lane and Park Avenue to both sides of the site. - There are no steps to approach or access reception and paths are suitable for a wheelchair/mobility scooter. Entrance to reception is via an automatic door. There are no steps to approach or access Liberal, Dalton, Byron or science. Where there are steps there is an alternate ramp/lift. - Where there are steps to enter a building (Art, McBrunts) ramps are available to make the building accessible to all. Automatic doors are on the entrance to McBrunts/PE area. - A lift is available to support movement between the hardcourt and Dalton. Another lift is available to support moving between the ground floor and upper floor in Dalton. - There are multiple accessible toilets around the site, located within the majority of blocks. Only Byron and Art blocks do not have accessible toilets but the tech block services these smaller blocks. - Corridors are wide enough to accommodate mobility equipment e.g. wheelchair/scooter. - The outside space is wheelchair/scooter accessible. - Disabled parking is available to visitors close to reception. 					
Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Complete
Improve and maintain access to the physical environment	<p>Improve the number of accessible toilets within the sports areas</p> <p>Reconfigure steps at the front of technology to provide a larger surface</p>	<p>Add accessible toilets in each of the male and female changing areas as part of the refurbishment plans</p> <p>Organise works and book in for Easter holiday period 2026</p>	<p>CFisher</p> <p>MCarey</p>	<p>Summer holidays 2025</p> <p>Easter holiday period 2026</p>	<p>Students are able to access toilets easily across the site</p> <p>Students with mobility needs have a more suitable</p>	<p>Complete</p>

	<p>area for better stability and balance</p> <p>Purchase a ramp to go over the threshold to the fire doors at the PDC to allow improved wheel chair access.</p> <p>Remove some of the shrubbery around site to widen pathways and provide better visibility for those in wheel chairs</p>	<p>Purchase ramp</p> <p>Quote and schedule for works</p>	<p>MCarey</p> <p>MCarey</p>	<p>April 2026</p> <p>October half term</p>	<p>entry/exit into the technology block</p> <p>Students with a wheelchair/mobility scooter have improved access to the PDC</p> <p>Students in wheelchairs/mobility scooters have better visibility across the site and pathways are widened to support them moving around site easily</p>	<p>Complete</p>
<p>Delivery of information to pupils with a disability</p>	<p>Current good practice</p> <ul style="list-style-type: none"> - The academy website is accessible and font size and type can be chosen to meet individual need. A coloured screen can be chosen to support reading access. - The SEND info report has been adapted to a reading age of 12 years so that it is accessible - Signage for fire evacuation procedures is in line with regulations - Parents or students with additional needs are given information as appropriate for their needs. - We use signs/symbols and other methods of communication where appropriate to meet individual need. - Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> *Internal signage *Large print resources 					

	*Symbols/dual coding					
Aims	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Complete
Improve the delivery of information to pupils with a disability	Increase the accessibility of the SEND Info report by adding video clips.	Video clips are going to be created and added to the SEN info report to increase its accessibility.	SMN/KH	End Spring term 25-26	The SEND info report will be accessible in a different format for those who need it	
	Increase the accessibility of the SEND Info report by adding an audio recording.	The SEND policy and SEN info report are going to have an audio recording to increase their accessibility.	SMN/KH	End Spring term 25-26	The SEND info report will be accessible in a different format for those who need it	

4. Monitoring arrangements

This document will be renewed every 3 years but will be reviewed and updated at least annually. It will be reviewed by the Executive Principal and Director of SEND.

It will be approved by the Executive Principal.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (PSED) statement for publication
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy