

Choose an item. **Accessibility Plan 2025-2028**

This plan is drawn up in accordance with the planning duty in The Equality Act 2010 and should be read in conjunction with our trust SEND policy and the academy's SEND Information Report. Disability is defined by The Equality Act 2010: "*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*".

Aims

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the academy including students, staff and visitors.

- The academy's admissions policies are consistent with compliance with The Equality Act 2010.
- The academy recognises its duty under paragraph 3 schedule 10 to the Equality Act 2010:
 - Increasing the extent to which disabled students can participate in the academy's curriculum.
 - Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the academy.
 - Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.
- The academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.
- The academy ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:
 - intelligent sequencing
 - highly tailored learning activities
 - effective formative assessment
 - responsive and timely intervention
- The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan.



Statements of success										Annual RAG		
										1	2	3
A	<i>To increase the extent to which pupils with disabilities can participate in the curriculum and wider school life</i>											
B	<i>Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</i>											
C	<i>Improve the availability of accessible information for disabled pupils</i>											

Plan / Spend		Implementation timeline									Annual RAG			
		Year 1 C1	Year 1 C2	Year 1 C3	Year 2 C1	Year 2 C2	Year 2 C3	Year 3 C1	Year 3 C2	Year 3 C3	Lead Person	1	2	3
A1	Work with parents to develop a partnership in order to secure the best possible education	Im		Pl	Im		Pl	Im		Pl	Inclusion Lead			
A2	Develop use of inclusion maps across school in order to identify key ways in which to remove barriers	Im		Pl	Im		Pl	Im		Pl	Inclusion Lead. SENDCO. T&L leads			
A3	Ensure staff CPD prepares them for children with specific needs prior to starting work with the child	Im		Pl	Im		Pl	Im		Pl	Inclusion lead. SENDCO			
A4	Work with external agencies in order to further develop practice	Im		Pl	Im		Pl	Im		Pl	Inclusion lead. SENDCO			
A5	To utilise specific resources to assist pupils in accessing the curriculum (books/pens/IT programs etc)	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	Inclusion Lead. SENDCO. T&L leads			
A6	Ensure enhancement activities consider implications for anyone with a disability and procedures are put in place to ensure inclusive practices	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	Inclusion leads. T&L leads			



Plan / Spend

		Implementation timeline									Annual RAG			
		Year 1 C1	Year 1 C2	Year 1 C3	Year 2 C1	Year 2 C2	Year 2 C3	Year 3 C1	Year 3 C2	Year 3 C3	Lead Person	1	2	3
A7	Utilise PSHE topic of "Celebrating Differences" and assemblies to provide a positive image of people with disabilities and inclusiveness	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	PHSE lead. Inclusion lead			
A8	Ensure appropriately trained first-aiders are available in order to meet the physical and medical needs of pupils during the day (including diabetes and epi pen training)	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	SLT			
A9	Regularly consider how rooms/resources are used and best placement to increase independence for students with a disability	Im		Pl	Rv	Im	Pl	Rv	Im	Pl	SLT			
B1	Ensure edges of steps (inside and outside) are painted a contrasting colour in order to prevent trips	Im			Rv		Pl				SLT Estates			
B2	Maintain and keep clear access ramps in order to provide clear access to all areas of school	Im			Rv		Pl				Estates			
B3	Consider how the physical environment in class can be best laid out to maximise learning for all pupils	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	SLT Estates			
B4	Ensure doorways are kept clear in order for ease of access and opening	Im			Rv			Rv			SLT Estates			
B5	Ensure regular and effective training for support staff in moving, handling and toileting, where necessary	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	Inclusion lead			
B6	Maintain lift within school to ensure easy access between the two levels of school	Im					Rv			Pl	Estates			
C1	All staff have access to SENCo in order to discuss needs and support in skill and knowledge development	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	SENDCO SLT			
C2	Ensure appropriate resources for pupils with visual ,auditory needs and physical needs	Im	Rv	Pl	Im	Rv	Pl	Im	Rv	Pl	SENCO Inclusion lead			
C3	Ensure communication to parents and pupils provide information in a range of ways in order to ensure it is more accessible eg text/letter/website/	Rv	Pl	Im		Rv	Pl	Im			SLT SENDCO			



Plan / Spend		Implementation timeline									Annual RAG		
		Year 1 C1	Year 1 C2	Year 1 C3	Year 2 C1	Year 2 C2	Year 2 C3	Year 3 C1	Year 3 C2	Year 3 C3	Lead Person	1	2
	pupils/meetings and does not use unnecessary high level language or acronyms												
C4	Provide personal risk assessment plans where necessary for intimate care, PEEPs, wheelchair use etc	Im									SENDCO SLT		

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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