

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which students with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to students with disabilities

Our academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, and governors of the academy.

Legislation

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which students with disabilities can participate in the curriculum	To ensure our academy offers an equally ambitious but accessible curriculum for all students.	All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model, to meet the needs of students.	Observations of lessons across the curriculum completed by SENDCO/Assistant SENDCO/Vice Principal Curriculum/Assistant Principal Teaching and Learning and Faculty Leaders with a focus on accessibility of learning for all students and feedback provided to staff as required.	Leads: Vice Principal Curriculum and SENDCO	Ongoing	All students, including those with a disability, will access a broad and balanced curriculum daily.
	To ensure students’ needs are met through the use of Adaptive Teaching strategies (7C’s Judith Carter Model).	All students with disabilities and additional needs have a one-page profile in place which is shared with all staff, outlining the strategies required to support them and meet their needs	Continue to audit staff training requirements and issue training to fill gaps and	Faculty Leaders/Assistant Faculty Leaders		All learning activities will be accessible and adapted using adaptive teaching strategies to meet their needs as required.
	To provide resources that are tailored to the needs of students who	ensuring a student-centred approach.		Teachers		Students with disabilities will feel fully included in all lessons and speak positively of their access to the curriculum.

	require support to access the curriculum. Curriculum resources and morning meeting values messages/ topics include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. High expectations and aspirations are set for all students. The curriculum is reviewed to make sure it meets the needs of all students.	Staff use adaptive/quality first teaching strategies to meet the needs of students in the classroom. Examples include: -Height adjustable work stations in classrooms and practical subjects -High visibility equipment in PE lessons for students with visual impairments - Subtitles and audio description enabled for videos to support students with hearing impairments - Resources cast to iPads for students with visual impairments and access to the magnifier app -PE activities adapted to fully include students with physical disabilities - Access arrangements in place for assessments and exams for students who require adaptations (scribes, extra time, use of laptops/reader pens) - Technology used within the classroom to support student with accessing information and recording ideas (reader pens/laptops)	enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuroinclusive practice. Engage with support provided through Specialist Education (SES) teams and advisors. Student voice conversations held termly to gather suggestions from students and improve accessibility further. Parent voice and suggestions gathered through termly meetings, SEND coffee mornings and student Annual reviews. One-page profiles are reviewed termly for each student to update information/strategies for support required and shared with parent/carers. Updated versions are shared with staff.			Staff will use adaptive teaching strategies to meet the needs of students effectively and know their students needs. One-page profiles for each student shared with staff, students and parent/carers which effectively communicate how to meet the student's needs. Staff training and CPD will be tailored to address areas of development across the curriculum and regular training on the 7Cs model/Adaptive Teaching will be provided for all staff. All students make progress towards their outcomes.
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		-Use of coloured paper and overlays, dyslexia friendly fonts and backgrounds for resources/interactive whiteboards - Scaffolding and chunking of information and tasks -Visual prompts, demonstrations and aids (including the use of dual coding) - Movement breaks and sensory breaks for students -1:1 checks and explanations with simplified and repeated instructions as required Our academy raises awareness of disabilities through morning meeting values messages and topics and by celebrating Neurodiversity and Disabilities awareness weeks throughout the school year.				
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment	To ensure staff have an awareness of the	All students with disabilities and additional needs have a one-page profile in place	One-page profiles are reviewed termly for each student to update	SENDSCO	Summer term each year in	One-page profiles for each student shared with staff, students and parent/carers

of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided	different needs of students.	which is shared with all staff, outlining the strategies required to support them and meet their needs. Thorough transition process for students joining the academy in year 7 each year to gather information on needs from local primary schools and ensure adjustments are in place for the start of the school year. For students joining mid-year with additional needs and disabilities, meetings will be held with the student and parent/carers to gather information regarding adjustments required to support them.	information/strategies for support required and shared with parent/carers. Updated versions are shared with staff. Audit of needs and adjustments required to support different student needs in preparation for start of academic year will be completed in a timely manner each year.	Vice Principal Personal Development – Admissions Lead	preparation for start of academic year. Ongoing.	which effectively communicate how to meet the student's needs.
	To ensure all students can access learning resources, workspaces, ICT facilities, DT workshops and practical lesson spaces.	Technology used within the classroom to support student with accessing information and recording ideas (reader pens/laptops). Height adjustable work stations in classrooms and practical subjects.	Engage with support provided through Specialist Education (SES) teams and advisors and other external agencies (e.g. OT, physiotherapists). Audit of equipment across subjects and suitability/accessibility	SENDCO Faculty Leaders	Ongoing.	Students who require adaptive technology will have access to this for different lessons. Students will be able to access the learning environments fully with adjustments made so they

		High visibility equipment in PE lessons for students with visual impairments. Subtitles and audio description enabled for videos to support students with hearing impairments. Resources cast to iPads for students with visual impairments and access to the magnifier app. PE activities adapted to fully include students with physical disabilities. ICT facilities include the ability to magnify the screen. Seating plans are adjusted to ensure students are seated where they can access the learning environment fully (near the front, near the door, specific side of the classroom). Advise from external agencies (OT, SES etc) is implemented in a timely manner.	completed each term. Any issues with equipment not being in full working order will be reported in a timely manner so the issue can be resolved.			fully participate in lessons across the curriculum.
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	To ensure the academy physical environment is adapted to suit the needs of students, staff members and parent/carers.	All entrances to the academy are accessible via ramp (main reception through Hub) or are ground level entrances with no steps. All entrances to the academy and classrooms are wide enough for those in wheelchairs/with walking frames can enter the room safely. Classroom layouts provide sufficient space for those with physical disabilities to move around safely. Disabled parking is available within a short walking distance of the academy entrance (both student and main reception). Corridors are wide enough for students to move safely through the academy if they are using a wheelchair/walking frame. Students with physical needs leave lessons 5 minutes early to avoid the	Engage with support provided through Specialist Education (SES) teams and advisors and other external agencies (e.g. OT, physiotherapists). Audit of equipment across subjects and suitability/accessibility completed each term. Any issues with equipment not being in full working order will be reported in a timely manner so the issue can be resolved. Audit of academy building completed termly by the SENDCO and Academy Manager to ensure students continue to be able to access the physical environment fully. Any concerns to be raised with the site team immediately and resolved as a priority.	SENDCO Academy Manager Faculty Leaders	Ongoing.	All students who require physical adaptations to the environment daily will be able to move safely around the academy and access all lessons/equipment.
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		busy corridors/stair wells and help them feel they can move safely around the academy and confidently. The use of the lift in school is solely for students who require support to access the first and second floors of the academy. Students are escorted by members of staff and are not allowed in the lift without a staff member present. For a few students in KS4, with agreement from the Principal and parents, they are allowed to use the lift independently. A risk assessment and signed agreement with parents must be completed prior to this. Students will be provided with a lift pass. If the lift is out of use, lessons for students who cannot access the first and second floors without the lift, will be re-roomed to the ground floor to allow continuation of learning.				
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		Disabled accessible toilets are available on all three floors of the academy (two per floor). Disabled accessible changing facilities are available for PE lessons. The first and last step of each set of stairs is marked with high visibility coloured tape to support students with visual impairments to use the stairs safely. Height adjustable desks and workstations are provided in every classroom.				
	To ensure students and staff members with physical needs can safely leave the building in the event of a fire/lock down.	All students (and staff members) who require support with movement around the building (physical, hearing, visual needs) have Personal Evacuation Plans (PEEPS) in place. These are written with the student and reviewed each year. They are shared with parents. Each student with a PEEP is walked through their escape routes and procedures at	PEEPS will be written for all students who join the academy throughout the year who require support to exit the academy. Staff who support students will be aware of the PEEPS in place and will regularly practice procedures. Fire drill/lock down processes will be practiced throughout the school year so students	SENDCO Assistant SENDCO Designated Support Staff Academy Manager	Ongoing. September 2024	All students who require PEEPS will have them in place and be aware of the processes in place to help them exit the academy safely in the event of a fire/lockdown.

		the start of term to help prepare them in the event of a fire/lockdown. Staff with radios will meet students at the evacuation points at each stairwell and support students with moving out of the academy to the designated evacuation area. Staff will communicate with the SENDCO/Assistant SENDCO via radio to ensure all students leave the academy safely and are accounted for. Specific staff in the academy are EVAC Chair trained and will support students in leaving the building. EVAC chair training will be regularly reviewed.	are familiar with the procedures. Additional staff are trained and aware of the processes so they can support if there is staff absent.			
	To ensure students with visual and hearing impairments are supported daily to access their learning environment.	Lighting considerations in each classroom to ensure students can see resources and teachers (for lip reading purposes). Students are involved in deciding the advice to staff and this is on their one-page profiles (e.g. front row of lights off, blinds down).	Engage with support provided through Specialist Education (SES) teams (e.g. Hearing impairment/Visual impairment teams). Continual staff training to increase awareness of hearing/visual impairment needs.	SENDCO Teachers	Ongoing	All students will be able to access their learning and hear/see staff instructions.

		Seating plans are adjusted to ensure students are seated where they can access the learning environment fully (near the front, near the door, specific side of the classroom). Staff are trained in positioning within the classroom to support students with hearing impairments and ensure students can always see their faces. Staff are also trained in the use of a radio mic. Subtitles and audio descriptions are used for videos and resources. Resources cast to iPads for students with visual impairments and access to the magnifier app	Visual resource with strategies to support hearing/visually impaired students provided for all supply teachers and staff members.			
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of	To ensure our academy uses a range of	The academy currently works in collaboration with	The academy should ensure the school newsletter and	Principal	Review by October 2024	Delivery of Academy information to parent and

accessible information to students with disabilities	communication methods to make sure information is accessible for students, staff members and parents/carers. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • (Braille) • (Induction loops) Written materials will be available in a variety of different supportive formats.	the LA and SES to screen for visual impairments and conditions and ensures that written resources are available in a variety of fonts, sizes and colours to aid students' needs. Signage is large print around the academy building. Students who require increased font size resources will have this noted on the one-page profiles for staff awareness. Exam papers in enlarged print will be requested for GCSEs/A Level exams. Visual aids will be provided for students who require them to access learning and key information. Braille/Induction Loop support is available within the school building. If information is provided from external agencies/parents to show the requirements for adapted information,	information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.	Academy Manager SENDCO	Ongoing	carers, as well as the local community, is improved. Information shared within the academy for students will be accessible and available for all students.
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		appropriate adjustments are implemented. Parents are able to request information to shared verbally (house teams support with this) to help them access parent/carers communication if required. This will be noted on Bromcom.				
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Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENDCO and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.