

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 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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil 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 pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> Our academy offers a differentiated curriculum for all pupils Adaptive Teaching through 7C's Judith Carter Model We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include 	<p>Liaison with County Specialist teachers who observe students' in setting, advise staff and provide all staff training where applicable.</p> <p>Adaptive teaching through the 7 C's is shared regularly through 'SEND snapshots' to all staff</p> <p>Students with VI and those with complex needs have access to IPADs for their learning where possible.</p>	<p>Quality assurance procedures are embedded to inform practice and training needs across the staff body.</p> <p>Observation of lessons across the curriculum completed by SENDCo, Deputy SENDCo, AP for Inclusion and Teaching and learning lead and Faculty leaders.</p> <p>Use of SENDCo surgeries for staff to be able to discuss need and reflect on practice</p>	SENDCo Teaching and Learning lead	Ongoing throughout the year	<p>All students, including those with disabilities will be able to access a broad and balanced curriculum diet.</p> <p>Students feel that their needs are met within the academy and student voice is positive</p> <p>Adaptive teaching and the use adaptive equipment is embedded within classroom practice</p>

	<p>examples of people with disabilities</p> <ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability • Smart targets are set effectively through page profiles and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Embed the use of assistive technology to help support the learning of students' with SEND 	<p>Calm room/sensory room is available to students as part of their APDR cycles TA's work with teaching staff to develop adapted resources where needed</p> <p>Use of the Autism Education Trust framework for those with complex communication and Interaction needs so that progress for this area of need can be more closely targeted and tracked.</p> <p>Text Help software used (where appropriate) for students' with access arrangements for exams. This helps to enable the students' to be independent within exam situations</p> <p>Some students with dyslexic tendencies use reader pens within lessons</p>	<p>Ensure that the year 7 bridge has a calm room and each calm room is suitably staffed throughout the day. Ensure all staff are trained in emotion coaching techniques to respond to students' needs when dysregulated and accessing the calm space.</p> <p>Gather student and parent voice termly to further improve accessibility and strategies further</p> <p>Embed the use of text help within the day to day classroom for those students' that find it beneficial. Source more laptops for this to be able to happen.</p> <p>Resource more reader pens for teaching faculties to have so that more learners can be supported in this way to enable further independence.</p>			<p>Staff are trained and confident in emotion coaching techniques to respond in the moment to students' SEMH needs</p> <p>Smart targets are relevant to the students' area of need and progress over time can be seen through the termly APDR cycles.</p> <p>Students' independence is developed and confidence improved through use of assistive technology to support learning</p>
	To ensure that the curriculum is	All teachers are trained in how to use a variety of adaptive teaching methods,	Continue to audit staff training requirements and issue training to fill gaps and	SENDCO and Teaching and Learning Lead	On going	Staff use adaptive teaching methods and strategies to meet the needs of the

	<p>differentiated for all pupils</p>	<p>using the 7Cs Judith Carter Model.</p> <p>Staff use adaptive/quality first teaching strategies to meet the needs of students in the classroom which include but are not limited to;</p> <p>High visibility equipment for students in PE</p> <p>Ipads for those students requiring enhanced resources/access to learning apps.</p> <p>Allowing students to use fidget aids and regulation aids within lessons</p> <p>Allowing time for in class sensory breaks where needed</p> <p>Ensuring enlarged font is used for those with VI needs</p> <p>Access arrangements in place for students needing adaptations (readers, scribes, extra time and reader pen/text help software)</p> <p>Height adjustable work stations where needed</p> <p>Use of coloured paper/coloured text books</p> <p>Scaffolding and chunking of information</p>	<p>enhance the quality of curriculum delivery through effective adaptive teaching.</p> <p>This year specifically focussing on strengthening neuro-inclusive practice.</p>			<p>students and they know their students needs well.</p> <p>Page profiles detail the students' needs and are shared with staff and reviewed on a termly basis with staff, students, parents and external agencies (where applicable).</p>
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		Task ladders and visual prompts Movement and sensory breaks				
	Promote inclusivity and celebrate diversity with the whole academy community through coaching time, assemblies, the safeguarding curriculum, extra-curricular opportunities and day to day interactions with all members of the community	Neurodiversity week is celebrated across the whole school with posters displayed and coaching time activities. Students' with VI needs work with County Specialists on a regular basis and have raised awareness of their condition to their peers.	Have a neuro-divergent working group of students' that can continually raise awareness throughout the school year to their peers.	SENDCo in liaison with Enrich leader and/or HOY/Pastoral team	Ongoing	Increase the feeling of belonging amongst these students and their peers within the school community.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education,	Awareness of need	SEND and medical needs Team page enables all staff to access the SEND and medical registers, Individual students page profiles and individual health care plans. The SEND register has embedded quality first teaching for each area of need and there is a SEND	Ensure that QA activities including staff, student and parent voice enables for tweaks to the accessibility of information as needed. Drive further the use of provision maps amongst parents to access page profiles and medical information	SENDCo SLT	Ongoing throughout the year	Students' needs are known by all staff and they participate fully within academy life

benefits, facilities and services provided		CPD area on this page for all staff to access. Fortnightly SEND briefings which focus on different areas of need and/or specific pupils.				
	Access to IT Facilities	Some students use laptops, dicta-phones and reader pens as their normal way of working within classrooms Use of Dolphin reader and the RNIB book share for those with VI needs	Resource more ICT equipment to enable this to be more readily available to a wider group of students. Further staff training to ensure that the students' use their Ipads to the full potential. Ensure that other alternative aids for teacher modelling etc are researched into and resourced where needed.	SENDCo SLT Teaching and Learning lead	Ongoing throughout the year	More students' are independent and empowered through access to ICT Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	To ensure that the academy physical environment is adapted to suit the needs of students, staff and parents/carers	We have a lift, ramp access and sixth form has been adapted with ramps. Students that need to use the lift have full access and have an early corridor pass to allow them sufficient time to move around the academy accordingly.	Engage with the physical disability team and seek advice where needed and specialist equipment where needed. Audit of the environment completed termly with SENDCO/ Inclusion AP and	SENDCO Inclusion AP Site services	Termly	All students that require physical adaptations to the environment daily will be able to move around the Academy safely

		<p>We have three designed disabled toilets, one toilet which is a wash/dry toilet. There is a disabled toilet on each level of the academy. PEEP's are in place for students with accessibility needs</p> <p>There is disabled parking located at the front of the academy near reception. Classroom layouts provide sufficient space for students with mobility needs. Corridors are narrow but those students with physical needs are given early corridor passes so that they can move around the academy at a quieter time.</p>	site manager and specialist teaching services. Issues are raised and rectified in a timely manner.			
	Visual Impairment accessibility	Site is audited by the County Specialist team twice a year to ensure that the site has adaptations for those with VI needs	<p>Ensure that yellow marking are clear, hazard tape remains in place and lighting is addressed where needed. Ensure any broken blinds are replaced and lighting is addressed where needed</p> <p>Safety Standards are adhered- within the planning for the new school build. New school build is marked out and audited as needed</p>	SENDCO in liaison with the site manager/ estates team	Ongoing throughout the year	Students' with VI needs feel safe within the school grounds

	Hearing accessibility	Liaison with County Specialists teacher for the Hearing impaired to ensure that assessments of students' needs and the environment is audited.	Specialist team are involved in the new school build planning where deemed appropriate	Principal	Ongoing	Students with HI needs are planned for within the new school build
	Evacuation procedures To ensure that student and staff members with physical needs can safely leave the building in the event of a fire/lock down	<p>All students and staff members that require support with movement around the building have personal evacuation plans in place (PEEPS)</p> <p>Each student with a PEEP is walked through their escape routes and procedures at the start of each term. Staff radios will be used throughout the procedure and key staff are aware of the students that need walking to an evacuation point and will meet and greet them at an agreed point. Key staff are EVAC chair trained (if required) due to student need.</p>	Additional staff are trained and aware of processes so they can support if there is a staff absence.	Pastoral Leads, Administration and operations manager Assistant Principal for Inclusion	Ongoing	All students that require PEEPS will have them in place and are able to exit safely in emergency situations

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Improve the availability of accessible information to pupils with disabilities	<p>Our academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Use of screen overlays on projectors 	<p>Students' that need and request have visual timetables created by members of the inclusion team</p> <p>Teaching staff embed visuals into their teaching</p> <p>Students' needing larger prints have a page profile which details the need and size of the font. Staff ensure that they adhere to this.</p> <p>Staff avoid the use of white background on power points to ensure that visual stress needs are accommodated for.</p> <p>Overlays are widely available and used and some students have books which have coloured paper (according to need)</p>	<p>Have agreed pictures/symbols which are used across different curriculum areas so that they are familiar to students' e.g. green pen for level up.</p> <p>Ensure that there is a drive on no black pens from September 2024</p>	<p>SENDCo in conjunction with T and L lead</p>	<p>Autumn 2024</p>	<p>Students needs are better met through the different forms of communication</p>
	<p>Ensure that students with EAL are supported appropriately in their learning.</p> <p>Ensure that parents with EAL have translation support where possible</p>	<p>Bilingual dictionaries are purchased for students who are EAL and speak their mother tongue within the home.</p> <p>Groupings are considered carefully to ensure that EAL students are placed in higher sets where possible to enhance their learning</p>	<p>Gain EAL student voice</p> <p>Create a support group for those students so that experiences can be shared and their belonging can be enhanced.</p>	<p>Teaching and Learning need</p> <p>AP for inclusion</p>	<p>Ongoing</p>	<p>Students' and their families feel supported by the school</p>
	<p>Example</p>	<p>The academy currently works in collaboration with</p>	<p>The academy should ensure the school newsletter and</p>	<p>Principal</p>	<p>On going</p>	<p>Delivery of Academy information to parent and</p>

	Written materials will be available in a variety of different supportive formats	the LA and Integrated Care Partnership 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	information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.			carers, as well as the local community, is improved.
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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 SENCo 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.