

Accessibility Plan



Believe, Succeed, Together

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1.0 Overview

The Academy recognises that pupils, staff and visitors may have individual needs when using the site and facilities. It also recognises that for some pupils, the nature of their SEND may mean that they experience specific challenges accessing education and the environment. The Academy is firmly committed to promoting a sense of belonging and inclusion, and therefore the individual needs of all pupils, staff and visitors must be accommodated.

As part of the Academy's commitment to the delivery of an inclusive education, it will endeavour to ensure that pupils with SEND receive the same standard of education as their peers (i.e. pupils who do not have a SEND)

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. The Academy, therefore, has three key duties towards disabled pupils under Part 4 of the Act.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils.
- Continue to increase access to educational opportunities for disabled pupils.

The Academy will therefore:

- Inform all staff of the Academy's duty to ensure the inclusion of all pupils and monitor the effectiveness of its inclusion aims .
- Provide appropriate training opportunities for staff which explain the implications and obligations of inclusion
- Promote awareness and inclusion through external agencies and partners, where appropriate.

To ensure the above, the Academy will:

- Make sure admission information is accurate and appropriate.

- Consult with SEND pupils, their parents, staff and external agencies.
- Where possible, and within budget, improve access for SEND pupils.
- Regularly review whether the provision is accessible and effective.
- Make reasonable adjustments to ensure maximum access to facilities, equipment and learning.

Refer to the Trust's SEND Policy and Equality Policy.

2.0 Education

2.1 Curriculum

The Academy provides all pupils with a broad and balanced curriculum, which is adapted and adjusted to meet the needs of pupils and their preferred learning.

The curriculum is reviewed annually to ensure that it is accessible to all pupils and supports their learning and progress.

The Academy aims to ensure that all resources and provisions are used effectively and efficiently to enable pupils to reach their full potential. It does this by:

- Keeping staff fully informed of the SEND of any pupils in their charge, including sharing SEND passports, progress reports and staff feedback.
- Providing regular training and learning opportunities for staff to continuously develop and improve provision for pupils with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is adapted as is necessary.
- Ensuring that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Involving the SENCO in providing a rationale and focus on any flexible teaching arrangements and making parents aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to achieve their best.
- Celebrating success and achievements at all levels.

- Listening to pupils' views and taking them into account in all aspects of Academy life.

2.2 Adaptations/Adjustments

The Academy has implemented the following:

- Adaptations to the physical environment of the Academy.
- Access to certain specialist training, aids, equipment and furniture.
- Access arrangements for internal and external examinations.

3.0 Action Plan

Area	Targets	Strategies	Outcomes	Timeframe
Curriculum	Adapt and/or provide alternative ways of improving access to certain activities e.g. P.E.	Consider the individual need and/or requirements of the pupil and be flexible and adaptable in the approach.	All pupils have access to all lessons/activities.	On-going.
	Re-organise classroom space to optimise learning for those pupils with SEND that could act as a barrier to learning.	Ensure the classroom environment promotes a positive learning culture with appropriate spacing/positioning for pupils with SEND.	All pupils have the opportunity to achieve their potential.	On-going.

	Ensure that visually and hearing-impaired pupils and those with coordination difficulties can access all information and learning opportunities within the Academy.	Provide appropriate (adapted) resources and use ICT equipment and/or aids. Use specialist advisors.	All pupils have access to all information and learning.	On-going.
	Provide training for LSAs/HLTAs as appropriate, to ensure the necessary skills are embedded and developed.	INSET and, where relevant, specialist external training.	Pupils' access to learning is continually improved.	On-going.
Physical	All areas of the site are adequate for persons with visual, physical or orientation problems.	To identify and implement, as necessary.	The site does not act as a barrier to access and/or learning.	As required.
	Continue monitoring the needs of pupils to ensure future refurbishment work benefits pupils with SEND.	If needs are identified, seek advice on appropriate design features.	Needs are identified and addressed.	As required.
Provision of Information	Review all policies to ensure that they do not discriminate against the needs of pupils with SEND, staff or visitors.	Provide relevant information to all staff Upload all Academy policies onto the website	All policies are reviewed annually.	On-going.