

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	To ensure our academy offers a differentiated curriculum for all pupils	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 SENCO/ALT /Curriculum Leaders with a focus on accessibility of learning for all students and feedback provided to staff as required.	SENCo ALT Curriculum Leads SEN Team	Ongoing	All students, including those with a disability, will be access a broad and balanced curriculum daily.
	To ensure students' needs are met through the use of Adaptive Teaching through 7C's Judith Carter Model	Weekly SEN Snippets sent to all staff (sent out twice Friday and Monday)	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuroinclusive practice.			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 pupils who require support to access the curriculum	All students with disabilities and additional needs have a Learning Passport in place which is shared with all staff, outlining the strategies required to support them and meet their needs				Students with disabilities will feel fully included in all lessons and speak positively of their access to the curriculum. Staff will use adaptive teaching strategies to meet

	<p>Curriculum resources and morning meeting values messages / topics include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>High expectations and aspirations are set for all students</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>ensuring a student-centred approach. Learning passports for all students reviewed termly and updated. Staff are given access to Learning passports via Edukey and also shared area.</p> <p>Staff use adaptive/quality first teaching strategies to meet the needs of students in the classroom. Examples include:</p> <ul style="list-style-type: none"> -High visibility equipment in PE lessons for students with visual impairments - Subtitles and audio description enabled for videos to support students with hearing impairments - 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) -Use of coloured paper and overlays, dyslexia friendly 	<p>Engage with support provided through Specialist Education (SES) teams and advisors.</p> <p>Student voice conversations held termly to gather suggestions from students and improve accessibility further.</p> <p>Parent voice and suggestions gathered through student Annual reviews and meetings.</p> <p>Learning Passports are reviewed termly for each student to update information/strategies for support required. Updated versions are shared with staff.</p>			<p>the needs of students effectively and know their students needs.</p> <p>One-page profiles for each student shared with staff, students and parent/carers which effectively communicate how to meet the student's needs.</p> <p>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.</p>
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		<p>fonts and backgrounds for resources/interactive whiteboards</p> <ul style="list-style-type: none"> - 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 <p>Mental Health support – Grow room available at break and lunch times. Small group and 1:1 mentoring sessions</p> <p>NGRT and NGST completed. Results reviewed and interventions put in place to ensure students can access the curriculum</p> <p>Speech and Language screener completed. Results reviewed and interventions put in place to ensure students can access the curriculum</p>				
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		Our academy raises awareness of disabilities 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 of the school to enable pupils with disabilities to take better advantage of education,	To ensure staff have an awareness of the different needs of students.	<p>All students with disabilities and additional needs have a Learning Passport in place which is shared with all staff, outlining the strategies required to support them and meet their needs.</p> <p>Thorough transition process for students joining the</p>	<p>Learning Passports are reviewed termly for each student to update information/strategies for support required and shared with parent/carers. Updated versions are shared with staff.</p> <p>Audit of needs and adjustments required to</p>	SENCo	<p>Summer term each year in preparation for start of academic year.</p> <p>Ongoing.</p>	Learning Passports for each student shared with staff, students and parent/carers which effectively communicate how to meet the student's needs.

benefits, facilities and services provided		<p>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.</p> <p>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.</p>	support different student needs in preparation for start of academic year will be completed in a timely manner each year.			
	To ensure all students can access learning resources, workspaces, ICT facilities, DT workshops and practical lesson spaces.	<p>Technology used within the classroom to support student with accessing information and recording ideas (reader pens/laptops).</p> <p>Subtitles and audio description enabled for videos to support students with hearing impairments.</p> <p>Resources cast to iPads/laptops for students with visual impairments and access to the magnify.</p>	<p>Engage with support provided through Specialist Education (SES) teams and advisors and other external agencies (e.g. OT, physiotherapists).</p> <p>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.</p>	SENCO ALT	Ongoing	<p>Students who require adaptive technology will have access to this for different lessons.</p> <p>Students will be able to access the learning environments fully with adjustments made so they fully participate in lessons across the curriculum.</p>

		<p>ICT facilities include the ability to magnify the screen.</p> <p>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).</p> <p>Advise from external agencies (OT, SES etc) is implemented in a timely manner.</p>				
	To ensure the academy physical environment is adapted to suit the needs of students, staff members and parent/carers.	<p>All entrances to the academy are accessible via ramp) or are ground level entrances with no steps.</p> <p>All entrances to the academy and classrooms are wide enough for those in wheelchairs/with walking frames can enter the room safely.</p> <p>Classroom layouts provide sufficient space for those with physical disabilities to move around safely.</p>	<p>Engage with support provided through Specialist Education (SES) teams and advisors and other external agencies (e.g. OT, physiotherapists).</p> <p>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.</p>	<p>SENCO</p> <p>Academy Manager</p> <p>ALT</p>	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.

		<p>Disabled parking is available within a short walking distance of the academy entrance (both student and main reception).</p> <p>Corridors are wide enough for students to move safely through the academy if they are using a wheelchair/walking frame.</p> <p>Students with physical needs leave lessons 5 minutes early to avoid the busy corridors/stair wells and help them feel they can move safely around the academy and confidently.</p>	<p>Audit of academy building completed termly by the SENCO 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.</p>			
	To ensure students and staff members with physical needs can safely leave the building in the event of a fire/lock down.	<p>Each student is walked through their escape routes and procedures at the start of term to help prepare them in the event of a fire/lockdown.</p> <p>Staff with radios will meet students at the evacuation points and support students with moving out of the academy to the designated evacuation area.</p>	<p>Fire drill/lock down processes will be practiced throughout the school year so students are familiar with the procedures.</p> <p>Additional staff are trained and aware of the processes so they can support if there is staff absent.</p>	<p>SENCO Designated support staff</p> <p>Academy Manager</p>	Ongoing	All staff and students will be aware of the processes in place to help them exit the academy safely in the event of a fire/lockdown.

	To ensure students with visual and hearing impairments are supported daily to access their learning environment.	<p>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 Learning Passports (e.g. front row of lights off, blinds down).</p> <p>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).</p> <p>Subtitles and audio descriptions are used for videos and resources.</p> <p>Resources such as iPads / Laptops for students with visual impairments and access to the magnifier app</p>	<p>Engage with support provided through Specialist Education (SES) teams (e.g. Hearing impairment/Visual impairment teams).</p> <p>Continual staff training to increase awareness of hearing/visual impairment needs.</p> <p>Visual resource with strategies to support hearing/visually impaired students provided for all supply teachers and staff members.</p>	SENCO Teachers	Ongoing	All students will be able to access their learning and hear/see staff instructions.
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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 ensures the school newsletter and	Principal	Ongoing	Delivery of Academy information to parent and

<p>accessible information to pupils with disabilities</p>	<p>communication methods to make sure information is accessible for students, staff members and parents/carers. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Written materials will be available in a variety of different supportive formats.</p>	<p>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.</p> <p>Signage is large print around the academy building.</p> <p>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.</p> <p>Visual aids will be provided for students who require them to access learning and key information.</p> <p>If information is provided from external agencies/parents to show the requirements for adapted information, appropriate adjustments are implemented.</p>	<p>information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.</p>	<p>Academy Manager</p> <p>SENCo</p>		<p>carers, as well as the local community, is improved.</p> <p>Information shared within the academy for students will be accessible and available for all students.</p>
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		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 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.