

Accessibility Plan

2024-2027

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| Category | Compulsory under Equality Act 2010 |
| Next Review Date | Every 3 years unless changes to legislation June 2027 |
| Policy Availability | Academy Website |
| Officer Responsible | Principal |

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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to identify the actions the school intends to take over a three-year period to increase access for those with a disability in three key areas:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of the school to increase the extent to which students with a disability can take advantage of education, facilities and associated services
- Improving the availability of accessible **information** to students with a disability

2. Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all staff, students and their families.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate which are supported by our core behaviours.



3. Aims

The key objectives of this plan are:

- To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students and prospective students with a disability
- To provide a caring and friendly environment without discrimination of any kind
- To provide resources to cater for the needs of individual students
- To promote and understanding of disabilities throughout the school

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school has included a range of stakeholders in the development of this accessibility plan, including students, families, staff and governors.

4. Legislation and guidance

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.

The school is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

5. Monitoring arrangements

This document will be reviewed every 3 years

This document may be reviewed and updated more frequently if necessary and if changes to legislation require it.

This document will be approved by the individual school Standards and Performance Committee.

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current Practice | Actions to be Taken | Responsibilities | Timescale to complete action | Success Criteria |
|--|---|--|--|--|--|
| Increase access to the curriculum for students with a disability | | | | | |
| To liaise with pre-school providers and education establishments to prepare for the new and midyear transfer of pupils each year | Contact pre-school providers, complete home visits and ensure transition for new and mid year transfers | To identify pupils who may need adapted or additional provision | EYFS leader, SENCo, class teachers and SLT | Preschool May to July Ongoing for midyear transfers | Develop relationships so that appropriate provision can be put in place for when children start EYFS and ensure smooth transfer for midyear transfers. |
| To review policies to ensure they reflect inclusive practices and procedures | Policies are reviewed on a regular basis. | To comply with the Equality Act 2010 | Principal, SLT and Standards & performance committee | Ongoing | All policies clearly reflect inclusive practice and procedures |
| To establish and maintain close liaison with outside agencies and families of pupils with additional needs | Send coffee mornings on a termly basis with outside agencies as speakers, family forum meetings, | To ensure collaboration between all key personnel and sharing between the Academy and families is efficient. | Principal, SLT, Teaching staff and outside Professionals | Ongoing | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place |

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| To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra curriculum provision | All pupils with a disability, medical condition or other needs can access the wider curriculum including trips and residential ensuring reasonable adjustments are made | Create personalised risk assessments and access plan for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | SLT, SENDCo and all teaching staff, extracurricular service providers and education visit settings | Ongoing | Evidence that appropriate considerations have been made |
| Adaptations to the curriculum to meet the needs of individual learners. | Reasonable adjustments are made in order for the pupils to access the curriculum. | Pastoral support, lesson adaptations. Speech and language programmes. Access arrangements for assessments and National tests. | SENDCo and class teachers | Ongoing | Needs of all learners met enabling positive outcomes |
| Appropriate use of specialised equipment to benefit individual pupils and staff | Coloured overlays, reading scanning pens, wedges, wobble cushions, chew toys and fiddle toys are used. | Coloured overlays for pupils with visual difficulty. Reading Rulers Specially, shaped pencils and pens for pupils with grip difficulty. Use of wedge / wobble cushions, chew toys and fiddle toys. | SENDCo and class teachers and outside professionals | Ongoing | Increase access to the curriculum Needs of all learners are met |
| Improve educational experiences for | Enlarged keyboards are used for children who are visually impaired. | Consult sensory support team. Use of magnifies, Braille keyboards, enlarged | All class teachers SENDCo | Ongoing | Increased access to the curriculum with staff trained on how to use equipment |

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| hearing and visually impaired pupils | | reading material. Radio aids, consider hearing loop, consult with Hearing Impairment team. Resources implemented for individual needs. | | | and the learning experience of pupils enhanced |
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| Aim | Current Practice | Actions to be taken | Responsibilities | Timescale to complete action | Success Criteria |
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| Improve and maintain access to the physical environment | | | | | |
| Improve the physical school environment | School environment is reviewed on a regular basis and improvements are made. | The Academy will take account the needs of pupils and families with physical disabilities and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises such as Access, Lighting, colour schemes, Ramps, wheelchair accessible toilets, signage, parking bays and wheelchair access to enable visitors, families and pupils to access all areas. | Principal and SLT | Ongoing | Evidence that appropriate considerations have been made where physical school improvements have been made |
| Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs | Reasonable adjustments are made in order for the pupils to access the curriculum. | Create personalised risk assessments, Personal evacuation and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensuring actions including emergency evacuation procedures are clear and that staff are capable of carrying them out | SENDCo, Principal, SLT and outside agencies | Ongoing | Inclusion for all pupils. Safe evacuation in an emergency |
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| Aim | Current Practice | Actions to be Taken | Responsibilities | Timescale to Complete Actions | Success Criteria |
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| Improve the delivery of information to students with a disability | | | | | |
| To enable improved access to written information for pupils, families and visitors | Access arrangements are considered and put into place for Year 6 statutory testing. | Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing | Principal, SENDCo and teachers | Ongoing | Evidence that all appropriate and reasonable adjustments have been made. |
| To ensure that reasonable adjustments have been made for parents with disability, medical or other access needs so as they can fully support their child's education | Reasonable adjustments are made in order for the pupils to access the curriculum. | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible such as: Hearing loops, Large print resources, internal signage, pictorial or symbolic representation | Principal, SENDCo, teachers and SLT | Ongoing | Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support their children in their education |
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