



Accessibility Plan

Policy Owner:	Mrs N Logan
Ratified at Local Governing Body:	
Reviewed and Ratified by Local Governing Body	
Date to be reviewed:	December 2027

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the Academy curriculum.
- Improve the environment of the Academy to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other students, and to students with disabilities.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil’s disabilities and the views of the parents/carers and pupil.

This plan is reviewed annually to take into account the changing needs of the Academy and its students, and where the Academy has undergone a refurbishment.

Note: references to parents in this policy is shorthand for parents/carers. References to staff in the Academy encompass teaching and non teaching staff, unless otherwise indicated.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This duty requires schools/academies to produce an Accessibility Plan that identifies the action the school/academy intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the Academy curriculum.



- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition we will;

- Eliminate discrimination that is unlawful under the Equality Act.
- Eliminate harassment of those with a disability or protected characteristic.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

Principles

- The Academy recognises its duty:
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.
- The Academy recognises and values parents' knowledge of their child's disability and its effect on
 - his/her/their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The Academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.

All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for students and prospective students with a disability.
- To provide a safe, caring and friendly environment. All staff will give particular regard to the Academy's Safeguarding policy when working with students with a disability.
- To provide resources to cater for the needs of the individual Students.
- To promote an understanding of disabilities throughout the Academy and an awareness of the needs of students with a disability.
- All academy information must be accessible to those with impairment
- Academy needs to support all meetings in other languages
- Written information must be accessible to students with visual impairment
- Academy website must be more accessible to parents and students with SEND

Curriculum

We will:

- Ensure curriculum and pathways are designed to meet needs for all students, with bespoke packages including HUB, Alternative Provision, external intervention and tutoring as appropriate.
- Ensure teachers receive CPD and guidance to adapt T&L to meet the needs of students with a range of needs. Further embedding of Quality First Teaching strategies to support students with SEND
- Track curriculum progress for all students, including students with a disability, and this analysis and evaluation directly informs decisions about curriculum and pathways adaptations.
- Provide curriculum pathways at KS4 that are flexible and tailored to student need
- Ensure Facilities, rooming arrangements, timetables, and resources enable access for all students to all curriculum subjects
- Where possible adapt and adopt Enrichment and extra curricular activities including DofE to enable access for students with disabilities
- Design Curriculum and personal development opportunities to promote students knowledge of issues around disability such as through the PSHE curriculum

Physical

The environment is adapted to the needs of students as required.

This includes: Ramps, Elevators Corridor width, Disabled parking bays, Disabled toilets and changing facilities and TA support (when necessary)



Linked Policies

This Plan will contribute to the review and revision of related Academy policies, e.g.

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Anti Bullying Policy
- Safeguarding Policy