



Accessibility Plan

September 2023

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school 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 believe that pupils should aspire and believe to achieve the extraordinary. The Academy access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities. The Academy has high aspirations for all its students and expects them to participate in, contribute to and achieve in all aspects of school life.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

- Staffordshire County Council Local Offer
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he/she or 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a tailored curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure that all out of school activities are fully inclusive.</p> <p>To promote independence in the classroom.</p> <p>To ensure that all students have access to support for internal and external examinations.</p>	<p>All out of school activities planned to ensure the participation of the whole range of students.</p> <p>Classrooms organised to promote participation and independence of all students.</p> <p>To continue to develop procedures for assessing students for examination access arrangements</p>	<p>Autumn Term 2023</p> <p>Autumn Term 2023</p> <p>Spring Term 2024</p>	<p>All out of school activities completed in an inclusive manner with access for all students.</p> <p>Consideration given to the layout of furniture and equipment to support learning.</p> <p>Pupils have the appropriate support for internal and external examinations</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Staff trained on use of the Evacuation chair 	<p>To maintain an accessible lift.</p> <p>To maintain accessible toilets for the physically disabled on both floors.</p>	<p>Maintain and ensure the lift is in good working order.</p> <p>Maintain and ensure toilets are fit for purpose.</p>	<p>September 2023</p> <p>September 2023</p>	<p>Lift maintained and in good working order.</p> <p>Toilets maintained and in good working order.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>To ensure materials and resources are accessible to students with hearing or visual</p>	<p>Seek advice from hearing and visual support service and use of ICT to customise</p>	<p>Autumn Term 2023</p>	<p>Materials and resources accessible to hearing and visually impaired students.</p>

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Date to complete actions by	Success Criteria
	<ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Variety of different coloured paper 	<p>impairments.</p> <p>To ensure materials and resources are accessible to dyslexic students.</p>	<p>materials</p> <p>Ensure SEN information is readily available to staff, including which students require tailored resources (such as coloured handouts).</p>	<p>Autumn Term 2023</p>	<p>Materials and resources are tailored to meet the needs of our dyslexic students.</p>