

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 that staff are confident in using adaptive teaching practices and are able to plan accordingly for the needs of the students.	All teaching staff have 'Know Me To Teach Me' folders which highlight our use of the 7Cs Judith Carter model through the use of class profile sheets which are completed on a half termly basis. All staff to have access to OPP electronically. Bromcom marksheets contain strategies for SEND students as well.	Quality assurance via learning walks and sharing of best practice. Regular CPD slots and briefings. Support from the LEA in evaluating the universal offer and offering feedback. Introduction of the Four Functions of Learning Support.	SENDCO and Assistant Principal in charge of Teaching and Learning	Ongoing	Increase in access to the national curriculum.
	To ensure that teaching assistants are effectively deployed in the classroom to ensure that the	All teachers have been given training and guidance on how to deploy TAs effectively.	Assistant SENCO to lead on TA Learning Walks. Feedback to be uploaded onto Steplab. Assistant SENCO to have support from the Institute	Assistant SENCO with quality assurance by SENCO	On going	Effective deployment of TAs as evidenced by Learning Walks.

	highest quality of support is provided.	Evidence from recent OFSTED report highlights TA support as a strength	SEND specialist in establishing a coaching programme.			
	To ensure that appropriate interventions are implemented to support students' access to curriculum.	Suite of interventions on offer for all four areas of need. Interventions have clear entry and exit criteria. Interventions reviewed every six weeks.	Embed tracking process and ensure all interventions are tracked from entry to exit.	Deputy SENCO and Assistant SENCO	Ongoing	The majority of interventions will show student progress from starting points.
	To ensure that the classroom organisation ensures that all needs are met.	Evidence of best practice in subject areas such as Humanities. Use of reflection cards in all classrooms.	Training on supporting SEMH needs in the classroom. Quality Assurance of the use of 7Cs via learning walks. Schematic work to support staff with challenging classes.	SENCO, Head of Behaviour and Assistant Principal Inclusion	Ongoing	Decrease in behavioural incidents as evidenced by School Management System.
	To ensure that all students have equal access to curriculum trips and co curricular activities.	Risk Assessments for trips. Guidance and support from Academy Coordinator. Use of TAs as 1:1 support where needed.	Further liaison with Academy Coordinator	SENCO and Academy Coordinator	Ongoing	Increased uptake of trips and co curricular activities.
	To provide resources in classrooms which will enable staff to support students who need specialist equipment such as writing slopes etc.	Bank of resources within the SEND department. This includes writing slopes, pen grips, wobble cushions, heated pads (for students with medical issues), triangular grip pens and	Continue purchasing of resources as and when needed.	SENCO and Deputy SENCO	Ongoing	Student voice on the resources and their usefulness plus feedback from staff.

		pencils, specialist scissors etc.				
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Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	To ensure that there are no barriers to physical access around the academy.	Academy Coordinator and Site Team conduct regular site walks to check there are no barriers. Use of EVERY for staff to log issues when necessary.	Regular half termly meeting with SENCO and Academy Coordinator.	Academy Coordinator and SENCO	Ongoing	Reduction in physical barriers.
	To ensure that lifts are kept in working order at all times and are fixed accordingly. Students to have lift access.	Students have lift access keys when needed. Reporting of any incidents as and when they arise.	Site Team and Academy Coordinator to carry out regular checks. Incidents to be reported immediately.	Site Team and Academy Coordinator	Ongoing	If a lift is out of action, it must be reported and fixed as soon as possible to ensure students and staff can access rooms and resources upstairs.
	To ensure that the physical environment is accessible and safe to visually impaired students.	Liaison with Visual Impairment Team from the LEA. Site risk assessment from specialist assessor. Recommendations from Visual Impairment team acted upon in school. Staff are aware of the strategies and resources needed to support visual	Termly check on resources and identification of any additional resources which may be needed.	SENCO, Deputy SENCO and LEA Visual Impairment Team	Ongoing	Half termly student voice to ensure that adaptations and resources are effective for their needs.

		impairments e.g. enlargement of resources and use of Ipads.				
	To ensure that the physical environment is accessible to hearing impaired students.	<p>Liaison with Hearing Impairment Service.</p> <p>Recommendations from Specialist Teacher of the Deaf.</p> <p>Use of radio aids where necessary.</p> <p>Staff are aware of the strategies and resources needed to support hearing impairments.</p>	Termly check on resources and identification of any additional resources which may be needed.	SENCO, Deputy SENCO and LEA Hearing Impairment Team	Ongoing	Half termly student voice to ensure that adaptations and resources are effective for their needs.
	To ensure staff and students are competent in being able to evacuate the buildings in event of an emergency.	Emergency evacuation procedures to be practiced on a termly basis.	Evaluation of each evacuation procedure.	Site Team and Academy Coordinator	Ongoing	Evaluation shows that practice is effective.
	To ensure there is risk assessment and evacuation plan in place for students who are using wheelchairs.	Academy Coordinator to decide on evacuation plan and ensure risk assessment is in place.	Evaluation of each evacuation procedure.	Site Team and Academy Coordinator	Ongoing	Evaluation shows that practice is effective
	To ensure students with sensory or physical impairments or students, who will struggle with sensory overload, are prepared	Training for students on the signs and what they need to do in the event of an emergency.	Evaluation after each evacuation procedure.	Academy Coordinator and SENCO	Ongoing	Evaluation shows that practice is effective.

	for emergency situations e.g. fire alarms or lockdown.	<p>All staff are aware of the needs of the students and can support accordingly.</p> <p>Use of PEEP (Personal Emergency Evacuation Plan) if needed.</p>				
	To ensure that adaptations are made for students where use of a wheelchair is needed e.g. ramps and hoists.	<p>Liaison with Physiotherapists and Occupational Therapists.</p> <p>Meeting with Academy Coordinator.</p> <p>For wheelchair users, we have access to lifts in both B Block and C Block.</p> <p>We also have ramps at entrance and exit points in the academy and also at entrances to the different blocks. Handrails are also there to assist.</p> <p>We have three disabled toilets – one in the unisex toilets and two individual cubicles. All toilets are equipped with hand rails.</p> <p>Staff have had manual handling training to assist wheelchair users.</p>	<p>Half termly meeting with Academy Coordinator.</p> <p>Regular site walks</p>	Academy Coordinator and SENCO	Ongoing	Adaptations are made when necessary.

		<p>Hoists are available in all blocks.</p> <p>We have emergency evacuation chairs in all blocks and staff have had training from Essex Fire Service on how to use this equipment.</p> <p>We have a dedicated room with a bed which can be used for physio exercises if needed.</p>				
	To ensure students with medical needs can access and participate in all areas of the curriculum	<p>Risk Assessments</p> <p>Individual Healthcare Plans.</p> <p>Medication on site.</p> <p>Parental consent forms for administering medication.</p>	Half termly update of all students with medical needs.	Academy Coordinator and Deputy SENCO	Ongoing	Termly reviews of risk assessments and individual healthcare plans.

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Improve the availability of accessible	Our academy uses a range of communication methods to make sure	Clear signage.	Termly Review	Executive Administrator	Ongoing	Termly reviews will highlight any areas of need.

information to pupils with disabilities	<p>information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	Use of display rack to house leaflets and relevant information.				
	Written materials will be available in a variety of different supportive formats	Sources are available in a range of different sizes and fonts.	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers. Newsletters and bulletins can be translated into different languages	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.
	Alternative forms of communication are available for students who struggle with verbal skills	Use of talking mats and whiteboards	Termly review of resources	SENCO	Ongoing	Evaluation of the use of resources.
	Calendar of parental events such as EAL Coffee Mornings and Achievement Clinics.	EAL Parent Cafes on a termly basis. Parents' Evenings. Achievement Clinics	Provide more opportunities for parental engagement	SLT	Ongoing	Increased parental engagement and satisfaction with the academy.

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.