



## **Accessibility Plans**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other school planning documents.

The plan will be reviewed by the academy and monitored by the Regional Director.

The Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Aim	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
Increase access to the curriculum for pupils with a disability	<p><b>Short Term</b> To continue to ensure equality of access to all aspects of the curriculum (including school trips, outdoor activities and after school activities).</p>	<p>To implement curriculum reviews</p> <p>To review the inclusivity of the range of extra-curricular activities and trips.</p> <p>To review the SEN policy an inclusion policy.</p> <p>Care plans and SEN needs distributed to staff through class files.</p>	<p>ZS</p> <p>AD, KT &amp; ZS</p> <p>KT</p> <p>KT, CL &amp; ZB</p>	<p>Reviewed annually</p> <p>Reviewed annually</p> <p>Policies reviewed annually</p> <p>Plans reviewed and updated termly</p>	<p>All pupils are able to access all areas of the curriculum.</p> <p>Children with disabilities are actively encouraged to attend trips and events.</p> <p>Policies up to date and displayed on website.</p> <p>Care plans and one page profiles are up to date and stored in classrooms.</p>
	<p><b>Medium Term</b> To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.</p>	<p>To ensure all new developments comply with current law and regulations.</p> <p>To train support staff in specific areas to best help the pupils they work with.</p>	<p>KT, HS &amp; FL</p> <p>KT &amp; ZS</p>	<p>Reviewed annually</p> <p>SEND training ongoing depending on pupils needs</p>	<p>Improved SEN facilities and wider access to ICT.</p> <p>Support staff are knowledgeable about their role and have the necessary skills to complete it effectively.</p>
	<p><b>Long Term</b> To review short and medium term targets in the light of new</p>	<p>To review the new curriculum arrangements and make changes where appropriate.</p>	<p>ZS</p>	<p>Incremental curriculum which builds on previous experiences.</p>	<p>All pupils are able to access all areas of the curriculum and it provides a range of opportunities.</p>

	opportunities and legislation.	To increase staff awareness of disabilities.	KT	Staff CPD and wide range of teaching styles used.	Staff know where to find pupil information and are knowledgeable about needs.
Improve and maintain access to the physical environment	<b>Short Term</b> To ensure all new buildings and alterations are fully accessible to pupils with as wide a range of disabilities as possible.	To discuss all new plans with reference to design and H & S requirements	HS, PS & FL	Ongoing depending on building requirements.	School building and facilities will be fully compliant with legal requirements and guidance.  Building accessible to pupils and staff with a wide range of disabilities.
	<b>Medium Term</b> Future decorations or buildings cater for visually impaired pupils.	To ensure appropriate access to building.	HS, FL & KT	Ongoing depending on building requirements.	All pupils/staff/visitors with a wide range of disabilities can access building.
		To increase signage to some areas of the academy.  To take appropriate advice with reference to guidance.	ZS, PS & KT  KT	Ongoing depending on building requirements.  Ongoing depending on building requirements.	Signs designed and displayed around school to ensure areas are clearly labelled for all.  School building and facilities will be fully compliant with legal requirements and guidance.
<b>Long Term</b> To make the whole academy site as fully accessible as possible.	To ensure appropriate access to building.	KT	Termly	All pupils/staff/visitors with a wide range of disabilities can access building.	

<b>Improve the delivery of written information to pupils</b>	<b>Short Term</b> To improve communication with disabled pupils/users.	To liaise with specialist staff with reference to different formats of information	KT	Ongoing	All pupils/parents/staff/visitors are communicated with effectively
		To ensure the academy website is clear, simple and easy to use	KT, ZS & FL	Ongoing	Website is up to date and clearly labelled areas
		To ensure parents and pupils have wider access to information	SLT	Ongoing	All users directed to school website which contains relevant information
	<b>Medium Term</b> To consult appropriate services about the best way to make information available. To make information available to staff/pupils on needs of disabled pupils/staff/visitors.	To increase levels of awareness amongst staff	KT	Ongoing	CPD and staff meetings regularly update staff
		To inform staff/pupils of needs of disabled through assemblies, PSHE and awareness events	KT, teachers & SLT	Ongoing	PSHE units and assembly rota covers disability awareness
	<b>Long Term</b> To review progress made in short term and medium term targets.	To plan for the next stage	KT & SLT	Ongoing	All pupils/staff have a wider understanding of issues