



Accessibility Plan

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1. Aims

Academies 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 academy 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 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.

NEDSC principles and values:

All pupils are supported by our vision and ethos; "Inspire, Achieve, Exceed" and we aim for the following:

- To ensure that all pupils are fully involved in academy life by identifying barriers to participation and finding solutions
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils
- To develop strong collaborative relationships with pupils and parents/carers and to increase the satisfaction of disabled pupils and their parents/carers with the provision made by the academy
- To regularly review and evaluate standards of attainment for SEN pupils. To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation
- To have a strong commitment to equality and accessibility as laid out in the Equality Objectives, Anti-Bullying Policy, Behaviour Policy and Health and Safety Policy
- To be committed to continuing staff training to enable staff to be effective in the education of young people with disabilities and / or Special Educational Needs
- To include all pupils in a broad range of educational activities
- To provide appropriate working areas as far as resources allow
- To provide support for pupils to learn through class groups and staffing as far as resources allow
- To provide therapy needs on site where available and affordable
- To support the pupil's emotional and behavioural needs to facilitate educational access
- To complete appropriate Risk Assessments for identified pupils where issues are identified resulting from additional needs. (Race, Sexual Orientation, or Disability.)
- To produce differentiated planning and a wide range of educational opportunities
- To provide a relevant and appropriate curriculum for individual needs
- To provide an organised staffing team and teamwork opportunities
- To offer educational activities and experiences which are community based
- To have use of a minibus to access a range of educational activities
- To provide clear and high- quality expectations of behaviour within a wide range of situations

- To provide opportunities for the development of communication skills through an appropriate range of resources and activities
- To work in partnership with parents and a range of agencies and services to offer, support, identify need and find practical solutions.

The plan will be made available online on the academy website, and paper copies are available upon request. Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the academy.

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 academy's 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.

Academies 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.

This policy complies with our funding agreement and articles of association.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To develop wide ranging options to meet the health and wellbeing needs of all pupils so that they are then able to access the full curriculum on offer.	<ul style="list-style-type: none"> • Carnegie Mental Health and Well Being Bronze Award • Access to FASST • Wellbeing action plans for pupils that require it • MHWB first aid practitioners 	<ul style="list-style-type: none"> • Achieve the Bronze award • To enhance the mental health and wellbeing training for all staff to further support pupils with MHWB challenges 	<ul style="list-style-type: none"> • Fulfill the requirements of the Bronze award • Training for staff on Emotional Wellbeing and Resilience. MHWB course 	Melanie Stevenson	01.09.24 01.09.24	<p>Bronze award achieved</p> <p>Staff will have up to date MHWB practices to further support pupils experiencing difficulties with MHWB</p>
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 • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To conduct an annual health and safety building compliance check with COO and additional learning walk with designated Governors and report back to Governing body.	<p>Audit the provision to maintain a safe and accessible environment</p> <p>Physically disabled pupils to be timetabled on the lower block at the High Peak</p>	Sarah Powell Premises Manager	Annually	An action plan will be drawn up, including time frames for any outstanding health and safety issues.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Anti-Bullying Policy
- Behaviour Policy
- Pupil Information Packs (PIPs)