THE PEAK ACADEMY ACCESSIBILITY PLAN, 2024–2027

Date approved: July 2024 **Review date: July 2027**

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 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 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.
This 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.

Legislation and guidance overview

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 an auxiliary aid or adjustments to premises.
This policy complies with our funding agreement and articles of association.

AIM	SUCCESS CRITERIA	RESPONSIBILITY AND MONITORING
COMPLIANCE WITH THE EQUALITY ACT 2010		
Compliance with the Equality Act 2010	• Internal evaluation, reports and reviews by governors confirm compliance. All stakeholders have equality of access and opportunity at The Peak Academy.	Responsibility: Leaders and Governors Monitoring: Executive leaders and Governors
ACCESS TO THE CURRICULUM		
A curriculum which is adapted to the needs of pupils. • Use resources tailored to the needs of pupils (e.g. modified texts/paper colour visual timetables). • Ensure individual pupils have support plans in place so that staff are aware of how to support them. • Lesson are planned effectively and are appropriate for pupils with additional needs • Curriculum progress is tracked for all pupils throughout the academic year • Work closely with external services such as therapy support, Thrive, Read Write Inc. to ensure individuals are in receipt of the appropriate and specific support • The curriculum is reviewed to make sure it meets the needs of all pupils including examination concessions and support systems (e.g. read/write/venue changes) are used as applicable/required. • Plan for an alternative enrichment programme so that all pupils have access to enrichment.	• Skills of specialist staff are utilised to support access to a balanced and relevant curriculum. • Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum. • Curriculum considers, where reasonable and practical, the accessibility requirements and needs of pupils (location, skills of staff, needs of pupils) • Continue to work with all stakeholders to improve and quality assure our inclusive practice. • To ensure all pupils, including those with disabilities, continue to have fair access to the curriculum (reviewed as part of ongoing annual reviews or otherwise). • All pupils have equal access to enrichment activities that support health and well-being.	Responsibility: Headteacher and senior leadership team Monitoring: Executive leaders and Governors
ACCESS TO THE PHYSICAL ENVIRONMENT		
The environment is adapted to the needs of pupils. • Visual warnings (yellow markings) on all obstructions/edges such as steps/stairs and pillars and contrasting door/wall colours.	• All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to. • All visitors, staff, families and pupils have full access to the schools, classrooms and toilets with reasonable adjustments made, where necessary. • All pupils able to access play and recreational facilities and other areas as part of the holistic curriculum.	Responsibility: Headteacher and premises manager Monitoring: Executive leaders and Governors

• Adaptions made to teaching rooms (including the sensory space). • Disabled parking bays. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height. • Minibuses with provision for wheelchair access. • Recreational facilities (trim trail, MUGA etc.) and trips to be planned for with 'access for all' as a priority.		
ACCESS OF WRITTEN INFORMATION		
The school uses a range of communication methods to make sure written information is accessible to all. • Internal signage in school. • Provide larger print handouts to pupils where necessary including: worksheets, paper colour, resource amendments, pictorial or symbolic representations. • Bespoke examination concessions and support systems. • Where required & requested, provide school newsletters, letters and other information made available for pupils, families and staff in an alternative form, e.g. audio.	• Pupils have access to everything written in different forms as needed. • All pupils have access to technology and other materials in accordance with their EHCPs and progress plans. • All stakeholders able to access newsletters, letters and any other information made available	Responsibility: Headteacher and senior leadership team Monitoring: Executive leaders and Governors