The peak Academy Accessibility Plan

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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 are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be 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 and works as part of The White Horse Federation multi academy trust.

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.

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

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 or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Curriculum progress is tracked for all pupils, including those with a disability. All children on SEN register have a provision map in place We use resources tailored to the needs of pupils who require support to access the curriculum. Monitor how well pupils with disabilities are achieving academically and socially. Targets are set effectively and	Provision map is up to date and forms a key part of the planning and assessing process for all staff Incorporate Quality First teaching into all planning Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate.	Review every term Review at each data point in Pupil Progress meetings	Class teachers and SENCO Class teachers and SENCO	Updated every term Updated termly	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children. Improved access to curriculum for all pupils Systems in place monitoring academic and social progression and differentiation.

	are appropriate for pupils with additional needs.	All new staff to be aware of plan through induction				Parents/carers are involved in process and feel informed of their children's progress.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Adapt curriculum if needed for children with SEN. E.g. some children have interventions or differentiated work.	Review impact of interventions termly through regular assessment and track progress of pupils	Class teachers. SEN TA's and SENCO	Updated termly	All children make progress from their starting point. Increased pupil participation
	Use Pupil Asset to record & analyse extra SEN data	Consolidate the new system for Tracking Progress of all SEN children				Improved access to curriculum for all pupils

Create individual support for children, monitor achievements of SEN, evaluate support & interventions, adapt to children's needs & ensure SEN children make progress. |
| | Promote positive attitudes towards pupils and all others with disabilities | Celebrate and highlight key national/local events such as Paralympics, deaf awareness and | Invite speakers of different abilities into school to support pupil's awareness. | All staff | On-going | Pupils are demonstrating that they understand and have a positive |

		learning Disability week. Promote outside visits from disability groups				attitude towards disability
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. Access to school buildings and site can meet diverse pupils needs Clear signs around school premises and within school building Disabled toilets (Accessible) accessible for adults and pupils, Decoration and alterations to the school are regularly carried out to maintain high standards	Keep under review and adapt as necessary Keep under review and continue to audit disabled toilets as necessary Maintain access to accessible toilets for staff and pupils School is clean and safe for all of the school community.	Risk assessments and health and safety audits are completed. Wheelchair users will require assistance in moving around the school. Only Food Tech and Sunrise have disabled access. One disabled toilet in Admin block, accessible by staff only	Estates Team/Principal Estates Team/Principal Estates Team/ Principal Estates Team/Principal	On-going On- going	Access to school buildings and site meet the needs of the school community. Where it can be reasonably achieved, the school building continues to be accessible for all. Pupils and adults have access to a disabled toilet with adequate fixtures/fittings The school is maintained to a good standard

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources if requested • Pictorial or symbolic representations Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms if necessary School Website and all document accessible via the school website and can be accessed by all school community users. Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language problems	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by all. Access to translators, signs language interpreters to be considered and offered if possible.	As required	Office/staff	On-going	Parents/Carers to feel welcome in the school. Pupils and/or parents feel supported and included.

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 Principal and Local Board of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys. Main School Block	Single story building	Limited disabled access on site	SM/Principal	
Number of storeys. Admin Block	Two storey	No disabled access	SM/Principal	
Corridor access	Wide corridors available	None – Corridors are sufficient	SM/Principal	
Lifts	No lifts in school	N/A	N/A	
Parking bays	Disabled parking bay painted	No disabled bays	SM/Principal	
Entrances	Doors to playground unclip to allow access to wheelchairs.	Limited disabled access on site	SM	
Ramps	To entrance of Reception classroom	No ramps available	SM/Principal	
Toilets	One accessible toilet which is suitable for wheelchair users	Maintain good access	SM/Principal	

Reception area	Double doors to allow ease of access	Only single door. No disabled access	SM	
Internal signage	Internal signage is sufficient	Add or adjust signage as required for new staff or pupils	SM/Principal	
Emergency escape routes	Fire exits	Fire exits are used during fire alarm practices termly	SM/Principal	Reviewed termly