



# Accessibility Plan 2024-2027

<b>Category</b>	Compulsory under Equality Act 2010
<b>Next Review Date</b>	Every 3 years unless changes to legislation July 2027
<b>Policy Availability</b>	Academy Website
<b>Officer Responsible</b>	Principal

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### 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to identify the actions the school intends to take over a three-year period to increase access for those with a disability in three key areas:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of the school to increase the extent to which students with a disability can take advantage of education, facilities and associated services
- Improving the availability of accessible **information** to students with a disability

### 2. Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all staff, students and their families.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate which are supported by our core behaviours.



### 3. Aims

The key objectives of this plan are:

- To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students and prospective students with a disability
- To provide a caring and friendly environment without discrimination of any kind
- To provide resources to cater for the needs of individual students
- To promote and understanding of disabilities throughout the school

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.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school has included a range of stakeholders in the development of this accessibility plan, including students, families, staff and governors.

### 4. 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 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.

The school is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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

### 5. Monitoring arrangements

This document will be reviewed every **3** years

This document may be reviewed and updated more frequently if necessary and if changes to legislation require it.

This document will be approved by the individual school Standards and Performance Committee.

## 6. Action plan

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

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Increase access to the curriculum for students with a disability</b>					
<p>Ensure smooth and effective transitions between settings for new starters and leavers.</p>	<p>Meetings and home visits for children new to nursery and reception with additional needs.</p> <p>Transition meetings with secondary settings.</p>	<p>Nursery and Reception staff plan transitions for children; adapted provision considered.</p> <p>Children leaving school are well-prepared to start their new settings. Appropriate provision is planned for by new settings.</p>	<p>EYFS and nursery leaders, SENCo, year 6 teachers, DSL, IEYS, relevant external agencies</p>	<p>Early Years June and July.</p> <p>Year 6 June and July.</p> <p>Ongoing for other school transfers.</p>	<p>Children start new settings with appropriate provision in place.</p>
<p>Educational visits are accessed by all pupils in school.</p>	<p>Site visits ahead of trips by staff planning excursions.</p> <p>Discussions with SENCo, class teacher and parents to gain views, share information and plan support for visits.</p> <p>Personalised risk assessments put in place to minimise risks.</p> <p>Child may be prepared, through use of a virtual visit, or visual timetable to prepare them in advance about the trip.</p> <p>Adjustments to staffing are planned. Additional adults invited if appropriate.</p>	<p>Risk assessments produced collaboratively to be shared with all staff and parents ahead of trips.</p> <p>Staff leading the trip, liaise with staff from site of visit.</p> <p>Information about additional needs is shared with site staff.</p>	<p>Class teacher, support staff, SENCo, parents</p>	<p>Ongoing throughout the year for any offsite visits and residentials.</p>	<p>All children access offsite visits and access a broad range of experiences.</p>

<p>Teaching is adapted and scaffolded to meet the needs of all pupils.</p>	<p>The graduated approach is used to support and underpin the delivery of the curriculum in lessons.</p> <p>Teaching staff and support staff make reasonable adjustments and plan support, so all children can access the learning.</p>	<p>Teachers anticipate barriers to learning in lessons and provide additional resources to enable all learners to access learning.</p> <p>Training delivered by subject leaders to support teachers plan for all subjects.</p>	<p>Class teachers, support staff, SENCo, SLT, subject leaders</p>	<p>Ongoing</p>	<p>The needs of all learners are met.</p> <p>Children make at least expected progress in all lessons.</p>
<p>Specialised equipment is used in class, to support pupils in their learning.</p>	<p>As part of the graduated approach; or when following advice from external agencies, staff provide equipment which supports children's learning and accessibility in the classroom.</p>	<p>Coloured overlays and reading rulers available to pupils with visual difficulties. Reader pens can be offered for pupils with a dyslexia diagnosis.</p> <p>Pencils with grips, sloping boards, rulers with grips and/or wobble cushions may be offered to improve core stability, handwriting or presentation.</p> <p>Chewwies/fiddle toys and tactile equipment can support sensory needs.</p>	<p>Class teacher, learning mentor, SENCo</p>	<p>Ongoing</p>	<p>Equipment enables all learners to access lessons.</p>
<p>Maintain positive working relationships with</p>	<p>Regular meetings with external agencies and parents.</p>	<p>Plan coffee mornings for SEND parents.</p>	<p>SENCo, parents</p>	<p>Coffee mornings from September 2024</p>	<p>Collaborative working relationships between</p>

external agencies and families.		Parents invited to parent forum.		Parent forum from September 2024	school, parents and agencies.
Policies are reviewed regularly.	Policies reviewed and amended within the timeframe.	SEND policies comply with Equality Act 2010	SENCo	Every 1-3 years (depending on policy).	All policies reflect current guidance on inclusive practise and procedures.

Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Improve and maintain access to the physical environment</b>					
Reasonable adjustments are made for pupils, and stakeholders, with medical conditions or accessibility needs.	Risk assessments, personal evacuation plans (PEEPS) and accessibility plans written when appropriate.  These are shared with the relevant staff/parents.	Collaborative approach to creating plans, including liaising with external agencies, where appropriate.	SENCo, stakeholders, external agencies, PIMIS	Ongoing	Inclusion, access to site and safe evacuation for all.
School to make appropriate adaptations to the school environment.	Advice sought from specialist agencies.  Liaison between site staff and agencies.	Plans formulated and site adapted to meet pupil needs.	SENCo, Principal, business manager, site manager	Ongoing	Reasonable adjustments are made to adapt the site to the needs of all pupils, staff and visitors.
Improve the physical school environment.	Sensory, physical and communicative needs of pupils are considered and planned for.	Develop additional spaces in school, where needs can be met. Update changing facilities for Early Years. Training from external agencies.	SENCo, Early Years staff, Principal, site manager, PIMIS, IEYS	Ongoing	Additional needs are considered when adapting and improving the school environment.

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
<b>Improve the delivery of information to students with a disability</b>					
Enable access to written information for pupils, families, visitors and parents.	Information can be offered in alternative formats. Access arrangements to be adhered to and actioned ahead of statutory testing.	School website information to be easy to navigate.	Principal, SENCo, DSL	Ongoing	Appropriate adjustments made so all stakeholders can access written information easily.
Ensure reasonable adjustments are made for parents with disabilities or medical needs, so they can fully support their child's education.	Adopt a proactive approach to identifying and adapting to meet the needs of parents.	School to make reasonable adjustments to support parents, such as clear signage, large print.	Principal, SENCo, SLT	Ongoing	All reasonable adjustments are made so that they can support their children with their education.  Parent needs are not a barrier to supporting their child.