Accessibility Plan 2024-2027

Category	Compulsory under Equality Act 2010
Next Review Date	July 2027
Policy Availability	Academy Website
Officer Responsible	Principal

Contents

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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
Increase access to the curriculum for students with a disability					
Adaptive Teaching	We support all staff to be confident in adapting the curriculum. Our school offers an adapted and inclusive curriculum for all students.	INSET training on adaptive teaching to be delivered during the Induction Program. CPD program for staff to include focus on adaptive teaching. Differentiation by support from Learning Support Staff. Adaptive teaching is to be a focus in teacher lesson observations and appraisal. All themes and programs of study to be accessible to all learners as appropriate. Review each L4L theme prior to its delivery to ensure lessons are adapted adequately to be accessible to all students with an	DoL4L/ VP/ SENCo	On-going	Raised confidence of staff in using appropriate strategies for adaptive teaching and increased student participation. Students can access the curriculum due to appropriate adaptations to the curriculum.

		appropriate level of challenge. Teaching staff to plan and share adapted resources via Teams.			
Resources	We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Each subject will analyse their curriculum and purchase appropriate resources and make reasonable adjustments for students to access the curriculum. Inclusion Department to acquire a bank of suitable resources to cover general learning and ICT which can be requisitioned by teachers and/or students as required. PE, Science and Design to acquire equipment and resources and make appropriate adjustments for all learners to access the curriculum. Risk assessments to be completed.	SENCO, PE, Science, Design leads.	On-going	Students are able to access the curriculum due to support from appropriate resources.
Extra- Curricular and off-site	We ensure that educational visits are accessible for students both experientially	All students will access all extra-curricular	SENCo, PE Team, EVC, SLT, Visit leaders	On-going	All students will access all extra-curricular

	and financially, where reasonable adjustments are appropriate.	activities and educational visits, where appropriate. Consider the individual needs of students when selecting venues and activities. Use Evolve software to assess risks for all visits and extra-curricular activities. Ensure that relevant staff are trained to support students with additional needs in extra-curricular activities.			activities and educational visits, where reasonable adjustments can be made. Students will be more engaged with learning and will contribute to the wider school community.
Progress	Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed so it meets the needs of all students.	All students will make at least expected progress. Ensure resources purchased that include people with disabilities. Online System Provision Mapping software used. Curriculum is reviewed by Trust team and SIP.	All teaching staff, SENCO, SLT.	On-going	A range of resources are used to enhance the curriculum for all. Staff and Senior Leaders can accurately track the progress of all students and support and extend where necessary. Changes to curriculum can be made if necessary.

Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
Improve and maintain access to the physical environment					
	Good corridor access- all rooms are accessible.	N/A			
	One operating lift covers all floors	N/A			
	Ground floor access to the building with no steps	N/A			
	Disability accessible toilets on each or floors.	N/A			
	Good internal signage and clearly marked emergency exits.	N/A			

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
Improve the delivery of information to students with a disability					
	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Use of plain English in all communication • Website accessibility options	As the Academy develops, signage needs to be kept up to date, clear ad easily visible for all including those with visual impairments.	Site Team	On-going	All students, staff and visitors are able to navigate around the Academy
	Children with disabilities are known to their L4L teachers and new information is provided in an adapted and personalised way.	Increase use of word processors, now and next boards and notes to support children with disabilities	All teachers	On-going	All children are able to access information and have it broken down and repeated as their needs require.