

## Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
To ensure early identification of disabilities	SENDCo / HOY	SENDCo Time SEN Budget	Ongoing	Early identification ensures minimal impact on the pupil and does not affect their progress
Complete Accessibility Plan on an annual basis	Executive Principal	Administration / SLT time	Ongoing	All staff and stakeholders involved in improving accessibility for pupils with SEN and disabilities
Ensure all staff receive and understand how to implement the Accessibility Plan				
Ensure SLT meetings consider accessibility on a regular basis				
Ensure staff meetings allow for discussions on accessibility				
Ensure LGB meetings allow for discussions on accessibility Ensure staff are trained to meet SEN and disability needs of the pupils				

Deliver training to SLT around awareness of pupils with disabilities	SENDCo	SENDCo Time	Ongoing	Key Planning Documents illustrate that disability is a priority. All staff demonstrate an awareness of the need of pupils with disabilities. Pupils are taught in rooms that are most suitable to their individual needs.
Pupils with disabilities to be prioritised when allocating rooms on the timetable. E.g. Pupils with HI should not be placed in Hubs	AP Curriculum	AP Time	Ongoing	
Provide clear guidance on seating plans for pupils with disabilities, and monitoring implementation.	SENDCo	SENDCo Time	Ongoing	Seating arrangements ensure that pupils with disabilities have optimum access to the learning environment. SENDCo to monitor implementation of seating plans.
SENDCo to be aware of needs of pupils, and to share relevant information.	AP / SENDCO	SENDCo Time	Ongoing	Improved learning opportunities and outcomes for pupils with additional needs. Use of adapted equipment to make learning inclusive such as overlays, writing slopes.
Audit the Academy to ensure lighting is adequate, including artificial light and natural lighting. E.g Glare from Windows. Consult with advisory teachers (LEA) / OT if necessary	Business Manager / SENDCo	Capital Budget Time of SENDCo and Business Manager	Ongoing	Pupils with disabilities are able to fully access the school environment. E.g Being able to clearly see Whiteboards.
Audit of movement around the academy. Devise and circulate plans to ensure that pupils disabilities can move safely around the academy during lesson changeover and unstructured times	Business Manager / SENDCo	Time of SENDCo and Business Manager Devise plans.	Ongoing	Pupils with disabilities can move freely and safely around the Academy throughout the day. All staff are aware of the necessary adjustments to support pupil movement.

Audit of building, looking at accessibility for pupils with a disability. To make recommendations for any modifications following an Audit of the building.	Business Manager / SENDCo	SENDCO / Business Manager. Production of proposal for any necessary changes.	Ongoing	Pupils with disabilities have equal access to all parts of the Academy
Create procedures to ensure that any information shared with stakeholders is accessible to those with a disability.	SENDCo	Data Collection	Ongoing	Information is accessible to stakeholders with a range of SEND. Optimised accessibility of materials.
Survey parents to identify which require modification communication e.g . Language Content, Font Size				
Information shared with teachers about Access Arrangements for pupils in lessons and exams.				