

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions 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 academy 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 have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 auxiliary aids or adjustments to premises.

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

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	To ensure that the curriculum is differentiated for all pupils.	All teachers are trained to use adaptive practice. We use resources that are adapted to suit the needs of our students so that they are able to access our curriculum. Staff have access to one-page profiles in their teacher handbook.	Continue to audit staff training requirements with a focus on using the 7Cs Judith Carter Model.	SEND Teaching and Learning Lead	On going	All students can access the curriculum and are included in staff planning.
	To ensure resources are adapted to support students of differing disabilities.	All teachers have access to provision maps highlighting needs of individual students. Teachers use this information to create adapted resources, these	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.	SEND Teaching and Learning Lead Class Teachers	Ongoing	All students can access the curriculum. All students have access to auxiliary aids as required

		may include but are not restricted to, scaffolding, modelling, using a dedicated colour for power point use, initiating the use of take a break cards and traffic light cards.	This year specifically focussing on strengthening neuroinclusive practice, due to our increased referrals for ASD and ADHD. As capacity grows use TA to support adapting resources.			
	To ensure targets are set effectively and are appropriate for pupils with additional needs	Students with an EHCP and on the K register will have termly targets. These will be reviewed within the SEND department to ensure progress is being made.	Develop a clear system of reviewing students targets, in core areas such as English and Maths as well as SEMH and Attendance.	SENDCO TA's	System in place by September	All students make progress towards their outcomes
	To ensure that curriculum progress is tracked for all pupils, including those with a disability	Each faculty has a knowledge rich curriculum at KS3 and KS4 that supports and challenges students. This is assessed in class formatively and results recorded and tracked on BROMCOM. Students are given timely feedback on progress and given time to improve and reflect on each assessment. Where needed and explored students with a disability will be given appropriate exam support for in class assessments and exams.	Continue to review curriculum model with heads of faculty. Use systems such as a subject deep dive to explore areas of SEND within each subject area. Complete quality assurance of SEND students to evident assessment strategies and adaptive practice to support the progress of SEND students.	SENDCO Heads of Faculty Teaching and Learning Lead	On going	All students make progress at TNHA.
	To ensure that students with disabilities have equal	Risk assessments are reviewed to ensure full evaluation of risk specifics to	Trip organisers to continue to review events organised and if possible, visit venue to	Vice Principal Trip organiser SENDCO/Assistant SENDCO	Ongoing	All students are included in school activities and Extra-curricular activities.

	access to extra-curricular events	pupils with disabilities and medical needs are met. Trip organiser will upload to Evolve and liaise with SEND department.	oversee any issues which could affect accessibility.			
	To ensure smooth transition when students come to our academy from another school or Year 6.	Our Assistant SENDCO, Student Support Lead (year 7) and Head of Year 7 have a clear plan for students in transition. This includes a visit to their feeder primary schools to get to know them. Students' needs are discussed with parents, primary school SENCO/teacher and professionals working with the pupils and any adjustments and approaches needed are implemented. A transition programme of 'Extra Transition' is arranged during summer term 2 for pupils to make additional visits to the academy prior to starting in September.	Continue to quality assure plan.	Assistant SENDCO Year 7 team TA's	Ongoing	All students starting the academy to have a smooth transition.

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Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	To ensure that all members of staff are aware of all needs, physical, social, mental health needs and sensory.	All staff will have information available to them via staff handbook and provision maps that highlight student's needs. Staff handbook is kept at reception.	Check in periodically with teaching staff and admin staff to ensure consistent use of staff handbook and student one page profiles. Ensure that site staff are aware of student with additional physical needs.	SENDCO Site staff	September 2024	All staff are able to make adjustments for students in line with their needs
	To ensure that all students have access to IT	All students should have access to regular IT lessons embedded in some curriculum areas. Some students with need have a laptop to support in lessons. Students know how to use and store IT equipment	Research and implement the use of software to aid the visually impaired when using a laptop. If applicable use magnifying lenses and anti-glare lenses for laptops.	SENDCO IT Manager Class Teachers	Ongoing	All students have access to supportive technology Students with VI, HI or physical difficulties will have access to auxiliary aids as required to access IT equipment.
	To ensure the academy is accessible to all students.	Site is adapted for students. This includes lift to second floor, ramps to enter and exit all part of building. Disabled parking available at the front of the academy. Disabled toilet accessible on ground floor. Disabled changing facilities in the sports hall.	SENDCO to walk site with site manager to look at accessibility paths. Review accessibility to all areas for disabled pupils and when needed.	Site Manager SENDCO Principal	September 2024	Students with disabilities can access all areas of the academy safely.
	To ensure that everyone is aware of escape routes during fire/lockdown and students with	Staff and students know an appropriate evacuation route and are competent in using this to evacuate the building.	Continue to review systems in place for evacuation. Develop a plan to have a meeting point for any student with mobility need in the event of an emergency.	Assistant Principal in charge of safeguarding SENDCO Class Teachers	September 2024	All students are evacuated from the school building in the event of a fire/lockdown safely

	accessibility needs for this.	Staff are aware of students with mobility and sensory issues. Attendance information on students in the academy with need recorded daily on BROMCOM. Nest staff will have a timetable of students with any temporary physical need in the classroom to support should an evacuation be needed.				
	To ensure that all students with a hearing or sight impairment can access the site safely.	One-way system is in place in school to ensure safe movement around the academy for all learners. tannoy system set up in school.	SENDCO to walk site with site manager to look at accessibility for sight or hearing impaired students. Review use of lighting in hallways. Review use of tannoy in school.	SENDCO Site Manager	September 2024	Students with a hearing or sight impairment can access all areas of the academy safely.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is	Our rooms are signposted with room numbers and office personal. Maps are found within each classroom should a student need.	Evaluate the use and need to use further communication methods such as <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille 	SENDCO TA Site Manager	Ongoing	All students can access the academy.

	<p>accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 		<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations <p>Based on needs of our students.</p>			
	Communication sharing to students and parents is available in a variety of supportive ways	The academy currently has triage approach to communication, Letters are sent to the principal's secretary for checking and sending. We use automated text home to parents, as well as social media to relay information.	<p>Review use of our social media platforms to ensure further communication of information</p> <p>To change language of some letters to support parents of EAL students.</p> <p>The academy should ensure that the school newsletter and information bulletins can be enlarged and are available in different fonts and written in accessible language for parents.</p>	Principal Principal secretaires	Ongoing	Delivery of Academy information to parent and carers, as well as the local community, is improved.

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.