

## Academy Policy

# Accessibility Plan

CEO approval:	Sean Kelly	Date: October 2023
LGB Cluster ratification		Date: October 2023
Last reviewed on:	September 2023	
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## 1. Introduction

- 1.1 Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- a) Increase the extent to which disabled pupils can participate in the curriculum
  - b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
  - c) Improve the availability of accessible information to disabled pupils
- 1.2 Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 Equality and Diversity:
- 1.4 The plan will be made available online on the Trust website, and paper copies are available upon request.
- 1.5 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6 The Academy supports any available partnerships to develop and implement the plan.
- 1.7 The trust'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.
- 1.8 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees.

## 2. Legislation and guidance

- 2.1 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.
- 2.2 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.

- 2.3 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.
- 2.4 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.

### 3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ambleside Academy offers an ambitious curriculum for all pupils, designed to meet the needs of our school community and underpinned by the qualities of ambition, respect, empathy, resilience, kindness, curiosity and confidence.</p> <p>The Behaviour and Relationships policy sets out expectations of restorative approaches. It is fully inclusive, straightforward to interpret, and enables children to reflect and make positive choices about their actions.</p>		<p>Adapt the curriculum to meet the needs of pupils with a disability</p>	<p>SENCO</p>		<p>Increase access to the curriculum for pupils with a disability</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Assessment systems are used appropriately to ensure teaching is accurately pitched to meet pupil needs eg use of B squared/ AET framework</p> <p>Targets are set effectively and are appropriate for pupils with additional needs e.g on an IEP, communication targets might be set for targeted individuals using AET framework</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. E.g. SENCO and Subject leaders – Autumn 2023</p> <p>The CUSP curriculum offers adaptations for pupils with SEND e.g. editable knowledge notes</p>					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is accessible and can be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps e.g. to access playground/ entrances <ul style="list-style-type: none"> <li>• <i>Wide corridors</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul> </li> </ul> <p><i>Sinks and furniture and resource shelves at wheel chair accessible height</i></p>					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Visual signage in classes</li> <li>• Large print resources if necessary</li> <li>• Pictorial or symbolic representations</li> <li>• Staff trained in Makaton</li> <li>• Use of PECS</li> <li>• Use of overlays/ coloured paper</li> </ul>					



## **4. Monitoring arrangements**

- 4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- 4.2 It will be prepared by the Principal and approved by the board of trustees.

## **5. Links with other policies**

- 5.1 This accessibility plan is linked to the following policies and documents:
- a) Risk assessment policy
  - b) Health and safety policy
  - c) Equality information and objectives (public sector equality duty) statement for publication
  - d) Special educational needs (SEN) information report
  - e) Supporting pupils with medical conditions policy
  - f) Teaching learning
  - g) Behaviour
  - h) SEND
  - i) Curriculum intent statement

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	1	None		
Corridor access	Yes	None		
Lifts	No	N/A		
Parking bays	Yes (x1) in main car park Access area designated at Minver (south entrance) pedestrian gate	None		
Entrances	X3 accessible main entrances plus access to Nursery and school hall and reception classes.	None		
Ramps	Yes	Clear in the event of snow. Grit in the event of ice.	Site team	As needed
Toilets	X3 accessible toilets			
Reception area	Yes, accessible			
Internal signage	Exits signed			
Emergency escape routes	Individual PEPs (personal evacuation plans).  Named staff to check allocated areas in the event of emergency evacuation. Fire exits accessible and signed	Check safety of main exit door – door release is positioned at adult head height to maintain pupil safety, so cannot be reached by wheelchair users- doors can be pushed open in emergency – only held on a magnet		