



## **Accessibility Statement and Plan**

### **Aim of the Trust**

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

### **Principles**

*This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.*

An accessibility plan is a plan for:

- Increasing the extent to which disabled students can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

### **Equality Act 2010: Schedule 10, Paragraph 3**

### **Access to Premises and Facilities**

No student is ever prevented from physically accessing the location of any lesson with the Academy. The Academy fulfils all duties under the Equality Act 2010 and will always discuss any individual accessibility requirements for students, parents or visitors where required.

Due to the recent construction of the main academy building, wheelchair access is available throughout.

In the few older buildings where access is restricted the Academy will rework the timetable as necessary to ensure that any classes for a student who is unable to use the stairs are on the ground floor.

### **Curriculum**

Improving teaching and learning is at the core of the Academy. Through self-review and continuous professional development, we aim to ensure that we meet the needs of every student within mixed ability interactive classes.

Safeguarding, equality and access are always considered when planning curriculum changes.

## Information

We acknowledge our responsibility to constantly raise awareness throughout the Trust in relation to equality.

## Accessibility Plan

PHYSICAL ACCESS			
Timescale	Target	Strategy	Outcome
Short Medium Long	To review regularly, and at least annually as part of the review of the Strategic Plan, all areas of the Academy in order to ensure that there are no physical barriers to access for students with a range of disabilities	To ensure that the building continues to be fully accessible e.g. by keeping lifts fully functional	Full physical access to the curriculum Regular review of premises Accessibility Plan progress reported to Governing Body
CURRICULUM ACCESS			
Timescale	Target	Strategy	Outcome
Short term	To make all staff aware of the implications of the Equality Act 2010 and the range of identified disabilities  To make staff aware of the National Curriculum Inclusion Statements i.e. · Setting suitable learning challenges · Responding to students' diverse learning needs · Overcoming potential barriers to learning and assessment for individuals and groups of students  To ensure all staff adapt these to inform	Staff training during induction period  Staff training during the induction period and throughout the first academic year  Staff training to ensure that action planning and planning of	Staff aware of implications of the Equality Act 2010  Staff aware of the National Curriculum Inclusion Statements  Strategies to enable full curriculum access for students with a range of disabilities to be identified in all long term plans  All staff are aware of range of interventions

	<p>differentiated planning and provision across the academy.</p> <p>To identify current interventions available within the academy</p> <p>To make all staff aware of available specialist support</p> <p>To identify INSET needs</p> <p>Carry out academy audit of the 'wider curriculum' e.g. clubs, academy visits etc to ensure that disabled students can participate</p>	<p>schemes of work is informed by Inclusion Statements</p> <p>Audit of current interventions available within the academy</p> <p>Staff meeting Directory of support available</p> <p>Training needs audit</p> <p>Audit of all activities</p>	<p>available in academy to meet needs of all students Staff are aware of available support</p> <p>Staff given appropriate training within limits of available resources</p> <p>Wider curriculum enables access and ensures participation by disabled students</p>
Medium Term	To look at potential intake for following term/year to identify training needs	Provide access training relevant to whole academy and individual student needs	All staff feel competent and supported in dealing with wide range of ability/disability covering needs of student body
Long Term	To develop and maintain the above on an annual basis	Strategic plan includes key focus on Equality Act and ensures staffing, resources planning and training programme enable staff to work effectively with disabled students	Academy to have a key focus on inclusion, ensuring access to the curriculum and learning to all its students All practice to be reviewed on an annual basis and progress reported in Governors' Review
<b>ACCESS TO INFORMATION</b>			
Timescale	Target	Strategy	Outcome
Short	To identify in any materials and events where access to	Use DFES Accessibility	Plan written indicating a) Formats which need changing

	information may need to be altered in order to ensure that disabled students and/or parents have full access to information	Guide 2002	b) Strategies needed to do this. Support Services consulted for advice Progress reported through Governors' Review
Medium	To audit current client groups of parents and students To begin to implement plan	Create alternative means of communication as needs are identified e.g. strategies for parents' meetings	Designated coordinator appointed to maintain database for use as needed
Long	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative formats as needed	Information available for parents and students in a variety of formats

**Review Date: March 2016 Ratified**

**Date: 21 March 2016 Author:**

**John Ralfs**

**Date of next review: March 2019**