

Accessibility Plan 2024-2027

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

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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	<p>We support all staff to be confident in adapting the curriculum.</p> <p>The UTC offers a differentiated and inclusive curriculum for all students.</p>	<p>Deliver training on adaptive teaching to all classroom-based staff.</p> <p>All new staff to receive support with adaptive teaching.</p> <p>Review and evaluate the quality of differentiation and adaptive teaching within the classroom.</p> <p>Review each L4L theme prior to its delivery to ensure lessons are adequately differentiated to be accessible to all students with an appropriate level of challenge.</p> <p>Teaching staff to plan and share adapted resources via Teams.</p>	<p>DoLFL / SENCO / AP.</p> <p>Teaching staff</p>	On-going	<p>Raised confidence of staff in using appropriate strategies for adaptive teaching and increased student participation.</p> <p>Students are able to access the curriculum due to appropriate adaptations.</p> <p>All themes and programs of study to be accessible to all learners.</p>

Resources	<p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>Each subject will analyse their curriculum and purchase appropriate resources and make reasonable adjustments for students to access the curriculum.</p> <p>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.</p> <p>PE, Science and Design to acquire equipment and resources and make appropriate adjustments for all learners to access the curriculum.</p> <p>Risk assessments to be completed where necessary.</p>	SENCO, PE, Science, Design staff	On-going	Students are able to access the curriculum due to support from appropriate resources.
Extra-Curricular/ Off-site	We ensure that educational visits are accessible for students both experientially and financially, where reasonable adjustments are appropriate.	<p>Consider the individual needs of students when selecting venues and activities.</p> <p>Use Evolve software to assess risks for all visits and extra-curricular activities.</p>	SENCO, PE Team, SLT.	On-going	<p>All students will access all extra-curricular activities and educational visits, where appropriate.</p> <p>Students will be more engaged with learning</p>

		Ensure that relevant staff are trained to support students with additional needs in extra-curricular activities.			and will contribute to the wider school community.
Progress	<p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed so it meets the needs of all students.</p>	<p>Ensure resources purchased that include people with disabilities.</p> <p>Online System Provision Mapping software used.</p> <p>Curriculum is reviewed by Trust team and SIP Peter Johnson.</p>	All teaching staff, SENCO, SLT.	On-going	All students will make at least expected progress.

Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
Improve and maintain access to the physical environment					
	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps outside • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Access to Reception on ground level • Access to a lift <p>All staff are aware of access issues and needs of disabled students, staff and visitors.</p> <p>Ensure that all disabled staff, students and visitors can be safely evacuated in an emergency.</p> <p>Ensure all fire escape routes are suitable for all.</p>	<p>Access plans for individual disabled students, staff and visitors are circulated to relevant people.</p> <p>Provide information to staff on disability and equality for all.</p> <p>Monitor success and issues during standard fire practice and lockdown procedures.</p> <p>Train all fire marshalls in the use of Evac Chairs.</p>	<p>SENCO.</p> <p>Principal.</p>	<p>On-going</p>	<p>All staff, students and visitors can access all areas of the site.</p> <p>Individual plan in place for all disabled students and all staff are aware of all students' access needs.</p> <p>All disabled students, staff and visitors and staff working with them are safe and confident in the event of a fire or emergency and are able to have safe evacuation.</p>

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
Improve the delivery of information to students with a disability					
	<p>The UTC uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of plain English in all communication <p>Website accessibility options</p> <p>All letters home are checked for understanding, audience, acronyms and plain English.</p> <p>Clear and standard fonts are used in all signage and communication.</p> <p>Family Questionnaires and Family Forum is used as a barometer for communication with families including accessibility.</p>		<p>Teaching Staff and Office Manager.</p> <p>Principal.</p> <p>Vice Principal.</p>	<p>On-going</p>	<p>Communication is clear to all stakeholders.</p> <p>School takes account of feedback so communication is continually improving.</p>