Accessibility plan

Approved by:	Local Governing Committee	**Date:** 5/2/2024
Next review due by:	February 2027	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 AIMS

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

 The Trust as a Multi Academy Trust ensures that each of its academies are inclusive academies which focus upon the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The plan will be made available online on the school website, and paper copies are available upon request.

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. We have worked collaboratively with the Trust SEND specialist, the Local Governing Board link for SEND, the Local Authority SEND team, and Educational Psychologists employed by the academy, CAHMS and the Speech and Language team.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Copley Senior Leadership Team, Local Governing Board including parents governors, and students voice.

2. 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.

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 an auxiliary aid or adjustments to premises.

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

3. Action plan

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
Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils	Ensure that learning is adapted so that all students can access the full curriculum and achieve end points.	Further CPD covers strategies to adapt the curriculum for students with additional needs.	CCO	Autumn and Spring Terms 2023-2024	• Students can access the full curriculum and KS3 and KS4. • Adaptations are in place to ensure all students can achieve end points and remember the curriculum over time. • Pen portraits are implemented and refined to support students in accessing the curriculum. • IHCPs are reviewed to identity any barriers to accessing the curriculum and strategies put in place to address these.
		Pen portraits are reviewed and fit for purpose, providing staff of strategies to support individual students to access their learning. How Often?	Learning walks to check that effective adaptations are being put in place to ensure accessibility and that teachers are implementing strategies outlined in the pen portraits.	JTA and CCO	Spring Term 2024 and then after every review pf Pen Portraits	
		Individual Health Care Plans are reviewed annually to ensure that students have full access to the curriculum where appropriate.	Where students have an IHCP and additional needs linked to access of the curriculum have been identified students will receive a pen portrait. IHCPs are reviewed to identify if this is the case.	DOB and JTA	September 2023 and ongoing depending on need.	
	• Students are enabled to choose from a wide range of courses at KS4 that will enable them to be successful and follow their interests	Review the choice of courses at KS4 to ensure it meets the needs of all learners.	Courses reviewed and information provided for students and parents on Options evening.	JTI	Autumn and Spring Term each academic year in line with reviewing the curriculum model and the option process.	• Students will be placed on appropriate pathways that will enable them to progress to post 16 courses. The NEET figure will be lower than national. • Students will develop independent learning skills, further develop their reading further and have the opportunity to develop life skills for when they leave.
			Further option conversation to take place with the SEND team to ensure the pathways a right for each student.	JTA and JTI		
		For students who have significant additional needs an adapted curriculum model is put in place where students follow the 'Achieve' program instead for one of their options.	Review the Achieve program annually to ensure it meets the needs of the particular cohort for that year group.	JTI and JTA	Summer Term each academic year.	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• We use resources tailored to the needs of pupils who require support to access the curriculum	The academy has invested in a range of additional resources to support students in accessing the curriculum. These include Lexia, access to laptops, and access to immersive reader.	Review the range of resources are currently being used to ensure they are meeting the needs of students who need support to access the curriculum and financial viability.	JTA and CCO	Autumn Term each academic year.	• Students are provided with additional resources to support with additional needs they have so that they can access the full provision.
		Interventions include Lemonade Club, to support SEMH needs and develop resilience,- in-class support 1-1/small group support, and numeracy interventions. Students also have access to coloured workbooks and resources and dictation software.	Continue to explore additional/new products to enhance the provision for students.	JTA and CCO	Ongoing and to be reviewed in line with pen portrait reviews.	
	• Curriculum progress is tracked for all pupils, including those with a disability	Progress of the curriculum is tracked for all students throughout the academic year. At KS3 progress is recorded and tracked each term	Review of new progress criteria to ensure that students who are SEND are not disadvantaged.	JTI and CCO	After every data entry.	• Tracking progress regularly ensures that any concerns are identified and acted on in a timely manner.
		Teachers are also able to refer students or liaise with the SEND team outside of the data entry schedule if there are progress concerns.	Reports to be checked to ensure that it reflects an accurate account of students' progress and attitude to learning.	JTI	At every reporting period.	• Where there are concerns, these are identified early and individual support plans for students out in place.
			Progress concerns are discussed in HOD and SLT link meetings biweekly and acted on with key staff.	CCO and HODs	Biweekly.	• Gaps in reading and literacy addressed through a program of additional interventions.
		Reading is tracked at least once a year using the NGRT Reading tests. Where students have a reading age below their chronological reading age the test is also taken halfway through the academic year so impact of interventions can be tracked and acted on.	Reading data is reviewed after every period of testing. Intervention put in place for students with reading ages below their chronological age.	SSH and JTA	September and February each academic year.	• Students close the gap rapidly between their NGRT reading age and their chronological are.

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	• Targets are set effectively and are appropriate for pupils with additional needs.	As a starting point KS2 results are used in line with national estimates to set realistic targets for all students.	Targets to be reviewed at the start of each academic year for all students.	RCR	October each academic year.	• Students are set targets that are ambitious and ensure students are achieving the best outcomes based on their potential.
		These are adjusted throughout students' journey at the academy depending on their strengths and talents.	Targets to be reviewed at the start of each academic year for all students.	RCR	October each academic year.	
		To ensure ambition for all our students targets are never lowered but can be increased depending on students' progress and ability in certain subjects.	Targets to be reviewed at the start of each academic year for all students.	RCR	October each academic year.	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Coloured resources for information sharing. • Computer screen adaptations for visual stress	Regular reviews of physical access arrangements take place during every pen portrait review.	Pen portrait review to be carried out to ensure physical environment support students' access to learning and well being.	JTA	Each pen portrait review period.	• The physical environment is adapted to meet the needs of all students in terms of their learning and wellbeing.
		The LSA SEND team and SENCO assess physical needs of new students during the consultation period of the admissions process to ensure physical needs will be met and students will not be at detriment due to the environment.	Where possible adaptations to the physical environment are implemented to meet the needs of individual students' needs.	JTA and JB	On application to the academy.	

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	• Canteen serving hatches at accessible heights. Main part of the school building is accessible at one level.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Immersive reader for accessing learning resources • Access and advice from CLASS and SALT if specific individual needs require this level of input to support communication.	Regular reviews of communication methods take place during every pen portrait review.	Pen portrait review to be carried out to ensure communication methods support students' access to learning and well being.	JTA	Each pen portrait review period.	Communication methods are adequate and appropriate for each learner.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and the Principal

It will be approved by Local Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

> Health and safety policy
> Equality information and objectives (public sector equality duty) statement for publication
> Special educational needs (SEN) information report
> SEND policy
> Supporting pupils with medical conditions policy
> Safeguarding Policy
> Behaviour Policy