

## 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 <b>curriculum</b>	<ul style="list-style-type: none"> <li>Our academy offers a differentiated curriculum for all pupils</li> <li>All staff use Adaptive Teaching methods, using Judith Carter’s 7Cs.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils and all pupils make progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff receive regular training updates through Inset sessions.</li> <li>Staff are reminded of adaptive teaching strategies through a weekly SEND section of the staff bulletin.</li> <li>Students with additional needs have pupil passports, with suggestions of</li> </ul>	<ul style="list-style-type: none"> <li>Embed 7Cs of the Judith Carter Model</li> <li>Audit staff training needs</li> <li>Deliver whole-staff training refresher on ASC and ADHD</li> <li>Ensure all pupil passports for students on the SEND register at K contain relevant targets, reviewed a minimum of termly</li> <li>Use B-Squared to track progress in Maths, English and</li> </ul>	<ul style="list-style-type: none"> <li>GWS</li> <li>Simon Bentley, SFSS C&amp;I Team</li> <li>COS/GW S/TA team</li> <li>HODs of Maths/English/Scie</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>January 2025</li> <li>Ongoing</li> <li>January 2025</li> <li>September 2024</li> <li>April 2025</li> </ul>	<ul style="list-style-type: none"> <li>All staff will be able to confidently articulate the 7Cs and these adaptations will be observable during lesson walks and departmental reviews.</li> <li>Pupil Passports for all students</li> </ul>

	<ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• All students have the required skills to access the curriculum</li> <li>• The students with the highest levels of additional needs experience a bespoke, tailored curriculum</li> </ul>	<p>what adaptive processes are needed.</p> <ul style="list-style-type: none"> <li>• For students on the SFSS Cognition and Learning case-load, B-Squared is used to track small steps of progress in Maths and English.</li> <li>• All departments have a SEND improvement plan, to ensure that SEND forms a core part of the curriculum planning</li> <li>• SFSS are involved to advise and monitor additional support required for the students with the highest level of need</li> <li>• Students with visual impairment/visual stress have printed</li> </ul>	<p>Science for all those working at pre-key stage levels</p> <ul style="list-style-type: none"> <li>- Identify barriers to learning early through GL testing upon admission</li> <li>- Quality Assess departmental SEND plans and their implementation</li> <li>- Ensure wider use of assistive technology within all lessons, including speech-to-text technology</li> <li>- Develop a robust curriculum offer within the Nurture Group</li> <li>- Ensure robust tracking of the impact of interventions. Develop interventions using the ATT Core SEND Offer.</li> <li>- Ensure clear progression plans from Nurture/LSC into mainstream lessons, as appropriate.</li> </ul>	<p>nce/CRD/GWS/COS</p> <ul style="list-style-type: none"> <li>- APN/GWS</li> <li>- GWS</li> <li>- GWS</li> <li>- GWS/CBL</li> <li>- COS/CBL/GWS</li> <li>- GWS/JWD</li> </ul>	<ul style="list-style-type: none"> <li>- April 2025</li> <li>- July 2025</li> <li>- January 2025</li> <li>- July 2025</li> </ul>	<p>on the SEND register at KS4 will have appropriate, relevant and challenging SMART targets.</p> <ul style="list-style-type: none"> <li>- We will accurately be able to articulate the academic abilities of all students and demonstrate progress over time, that is communicated home to parents/carers.</li> <li>- Students will be able to access curriculum content, leading to an improvement in SEND outcomes at KS4 and a</li> </ul>
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		<p>resources with modified text size/font/colour</p> <ul style="list-style-type: none"> <li>• Powerpoint presentations are dyslexia-friendly</li> <li>• Departments have resource packs to support access to the curriculum containing for example wobble cushions, task-ladders, talking tins, reading overlays.</li> <li>• Some students use assistive technology, e.g. laptops and reader pens.</li> <li>• Students who cannot yet access the mainstream curriculum access our Nurture Group, whereby they develop the skills to do so</li> </ul>				<p>reduction in Reflection Rooms/Internal Truancy.</p> <ul style="list-style-type: none"> <li>- Students successfully transition from Nurture Group into mainstream lessons.</li> <li>- Demonstrable impact from interventions is seen within lessons and evidenced by data.</li> </ul>
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		<ul style="list-style-type: none"> <li>• If required, students receive additional intervention to develop their skills to access the curriculum – e.g. Thinking Reading, ELSA, Drawing and Talking, Precision Teaching, Lego Therapy etc.</li> <li>• Students with the highest level of SEMH needs access an alternative curriculum through Alternative Provision and/or our Learning Support Centre</li> </ul>				
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Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the <b>physical environment</b> of the school	- For all staff in school to be aware of students with	- All students with additional needs have Pupil Passports detailing their need.	- To ensure Health Care Plans are updated a minimum of annually.	GWS/AHOYS for temporary movement plans	Ongoing	All staff are aware of students in the academy with physical health needs and can

to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	physical disabilities	<p>These are available on Class Charts and Provision Maps and areas of need are available on Bromcom.</p> <ul style="list-style-type: none"> <li>- Students who require them have health care plans in place and/or movement plans.</li> </ul>				ensure appropriate support is in place.
	<ul style="list-style-type: none"> <li>- For all students to be able to safely access all areas of the school environment</li> </ul>	<ul style="list-style-type: none"> <li>- All areas of the school (with the exception of upstairs Music) are accessible for wheelchair users due to lifts and ramps</li> <li>- We work closely with PDSS to ensure the environment is safe for all</li> </ul>	<ul style="list-style-type: none"> <li>- For heavy doors/narrow doorways within school to be replaced</li> <li>- Lift buttons to be replaced</li> </ul>	<ul style="list-style-type: none"> <li>- Trust contractors as advised by Physical Disability Support Service (PDSS)</li> </ul>	Sept 2025	<ul style="list-style-type: none"> <li>- Students with physical disabilities will have increased independence in accessing the school site.</li> </ul>
	<ul style="list-style-type: none"> <li>- For all students to safely be able to escape the school in the case of an evacuation</li> </ul>	<ul style="list-style-type: none"> <li>- All students who require one have a PEEP in place</li> <li>- Ski-pads are available at the top of all main staircases. TAs are trained in safe evacuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to review PEEPS</li> <li>- Ensure equipment is serviced, as required</li> <li>- Ensure training refreshers are conducted, as required</li> </ul>	<ul style="list-style-type: none"> <li>- SBN</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>- For all students to be safe in evacuating the school the case of an emergency</li> </ul>

	<ul style="list-style-type: none"> <li>- For the sensory environment to be suitable for all</li> </ul>	<ul style="list-style-type: none"> <li>- We work with SFSS Sensory Impairment Team who ensure adaptations are in place for any students with visual and/or hearing impairments</li> <li>- Adaptations are made for students with hearing impairments, e.g. radio mics, seating plans, live speakers for examinations</li> <li>- Adaptations are made for students with visual impairments, e.g. modified papers, use of magnifying sheets, use of assistive technology (iPads), seating plans</li> <li>- We have two sensory rooms and a movement room. Movement break resources are within departments, staff have received guidance on in-class movement breaks</li> </ul>	<p>Consider use of braille/coloured markers to increase safety of site for those with visual impairment</p> <ul style="list-style-type: none"> <li>- Complete training on sensory circuits.</li> <li>- Increase range of sensory equipment available in sensory rooms.</li> <li>- Create a sensory garden for students in the LSC.</li> </ul>	<p>Trust Contractors, as advised by Visual Impairment Team</p> <ul style="list-style-type: none"> <li>- TAs</li> <li>- GWS</li> </ul>	<p>Sept 2025</p>	<p>Students with sensory differences will have increased independence in accessing the school site.</p> <ul style="list-style-type: none"> <li>- Students will experience a higher level of sensory regulation and as a result will show less dysregulated behaviour (reducing Reflection Room and FTS').</li> </ul>
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		<p>and select students have timetabled movement breaks.</p> <ul style="list-style-type: none"> <li>- Where appropriate, adaptations are made to school uniform</li> <li>- Students have access to ear defenders</li> <li>- Sensory checklists and Mapping the Landscape tools are used to assess student's sensory needs</li> </ul>				
	<ul style="list-style-type: none"> <li>- For all students to be able to access physical learning resources</li> </ul>	<ul style="list-style-type: none"> <li>- Powerpoint presentations are dyslexia-friendly</li> <li>- Physical resources are modified in terms of font/size/colour as necessary</li> <li>- Assistive technology is used where required (talking tins, reading pens, laptops, iPads).</li> </ul>	<ul style="list-style-type: none"> <li>- Upskill staff in recognising and supporting students with dyslexia</li> <li>- Begin screening for students with dyscalculia and intervene appropriately, using Snap Maths</li> <li>- More widespread use of assistive technology across departments, including speech to text technology</li> </ul>	<ul style="list-style-type: none"> <li>- CBL</li> <li>- JSS/SSD</li> <li>- GWS/Alex Leung</li> </ul>	<ul style="list-style-type: none"> <li>- April 2025</li> <li>- April 2025</li> <li>- July 2025</li> </ul>	<p>All students will be able to access learning resources, leading to improved engagement with lesson content and improved progress.</p>

	<ul style="list-style-type: none"> <li>- For all students to have personal care needs met</li> </ul>	<ul style="list-style-type: none"> <li>- Select TAs are trained in Manual Handling and receive regular refreshers</li> <li>- Select staff are trained in catheterisation</li> <li>- We have a fully equipped Hygiene Suite with a plinth/hoist/automatic bidet</li> <li>- Disabled toilet access available</li> <li>- We have an equipped Medical Room.</li> <li>- Medication is administered within school – admin staff are trained.</li> <li>- Physio is administered for certain students within school, liaising with Occupational Therapy. A morning hand physio intervention is ran and certain students use physical resources, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Keep up to date with relevant training, plans, services, visits etc</li> </ul>	<ul style="list-style-type: none"> <li>- SBN</li> </ul>	Ongoing	All students will remain safe and healthy within school.
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		Theraputty, writing slopes and pencil grips within lesson.				
	<ul style="list-style-type: none"> <li>- For all students to be able to be involved in all aspects of school life, including sport</li> </ul>	<ul style="list-style-type: none"> <li>- PE staff and select TAs have accessed Inclusive Sports training</li> <li>- PE staff and select TAs support students with SEND to access Inclusive Sports Events</li> <li>- PE staff work closely with TAs to ensure suitable adaptations are made within PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to make adaptations as students with differing physical needs join the Academy.</li> <li>- Create accessible changing spaces.</li> <li>- Increase range of adaptive gym equipment.</li> </ul>	<p>Ongoing</p> <p>July 2025</p>	<ul style="list-style-type: none"> <li>- ABO</li> <li>- ABO, working with Estates</li> </ul>	All students will have access to a broad and balanced curriculum.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of <b>accessible information</b> to pupils with disabilities	<p>Our academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> </ul>	We work with Schools and Families Specialist Service (SFSS) to ensure internal information is accessible to students.	<ul style="list-style-type: none"> <li>- Ensure all communications from school are available in accessible formats and use accessible language – including for those who are EAL.</li> </ul>	LTR	Ongoing	Delivery of Academy information to parent and carers, as well as the local community, is improved.

	<ul style="list-style-type: none"><li>• Induction loops</li><li>• Pictorial or symbolic representations</li></ul>					
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**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.