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| **Policy:** | **Accessibility Plan Policy** |
| **Owner:** | T Hopkins / K McDonald |
| **Approving Board:** | SLT (3 members) |
| **Date of review:** | July 2024 |
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**1. Aims**

Under the Equality Act 2010, the Richard Barnes Academy is required to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which disabled learners can participate in the curriculum.
* Improve the physical environment of the Academy to enable disabled learners to take better advantage of education, benefits, facilities, and services provided.
* Improve the availability of accessible information to disabled learners.

Our Academy aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind. We are committed to ensuring equal treatment of all our learners, parents/carers, employees, and all others involved in the Academy community, and endeavour to ensure that disabled young people and adults are not treated less favourably in any procedures, practices, or service delivery.

Our vision is ‘to be an inclusive centre of educational excellence,’ and we strive to promote maximum achievement and attainment for all young people, including those with SEN and / or disabilities, because ‘All children deserve a good education, with staff in academies giving them the confidence, self-belief, and teaching that they need to fulfil their potential.’ (DfE, 2011:65).

We, therefore:

* Recognise the needs and aspirations of each learner, considering the views of learners with SEND.
* Facilitate access to a broad, balanced, and relevant curriculum for all learners.
* Act in consideration to the letter and spirit of the SEND Code of Practice.
* Develop effective communication and working partnerships with carers and external agencies, acquiring specialist support when appropriate.
* Tailor the environment to meet learner needs and provide suitable and adequate resources.

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

The Accessibility Plan should be read in conjunction with the following policies and documents: 

- SEN Local Offer/ SEND Information report. 

- Special Educational Needs (SEND) Policy. 

- Public Sector Equality Duty. 

- TDET Equality and Diversity policy 

- TDET Data Protection policy

- TDET Health and Safety

- Attendance policy

- Behaviour policy (under review)

- Intimate care and Toilet policy 

- Safeguarding and Child Protection policy

- Supporting students with medical conditions policy 

- Uniform policy (to be reviewed)

- Policy for children who cannot attend school for health reasons (to be written)

Our Academy is also committed to ensuring that staff are trained in equality issues, with reference to the Equality Act 2010, including understanding disability issues. The Academy also supports any available partnerships to develop and implement the plan. Information about the Peterborough Local Offer can be found at:

[www.peterborough.gov.uk/children-and-families/send-local-offer](http://www.peterborough.gov.uk/children-and-families/send-local-offer)

Our Academy’s Complaints Procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Academy, this procedure sets out the process for raising these concerns.

The needs of stakeholders have been considered in the development of this accessibility plan, including learners, parents/carers, staff, and visitors. 

**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 academies on the Equality Act 2010.

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.

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.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Academies are required to make ‘reasonable adjustments’ for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**3. Current Good Practice 2024**

**Good Practice: Ensuring access to the school curriculum and extra-curricular activities**

* Teaching staff adapt and modify lesson activities to ensure all pupils can access the curriculum.
* Teachers complete regular training in key areas to support them with lesson planning to meet student needs, including implementing TDET pedagogy model for teaching and learning.
* If necessary, a personalized, longer term intervention programme targets pupils’ individual needs following cycles of Assess, Plan, Do, Review.
* School has regular support from Local Authority Services such as the Hub Network, SENDCO Network, Specialist Teaching Services and Educational Psychology Service.
* SENCo’s are supported by the TDET SEND network.
* School refers to Local Authority Health services and external services when required such as Speech and Language, Occupational Therapy, Physiotherapy, School Nurse Service, mental health services and complex case management.
* Pupils can use specialist equipment and specific software to ensure access to curriculum as outlined in individual learning plans.
* Pupils have access to iPad and computing facilities.
* When necessary, pupils have access to additional adult intervention to ensure learning progress.
* All pupils can participate in educational visits, extracurricular activities such as forest school, clubs and sporting activities.
* Information regarding pupils’ needs is circulated to all teaching staff to inform teacher planning through regularly updated pupil passports and year group SEND overviews.
* Targets are set effectively and are appropriate for pupils with additional needs through individual learning plans.
* The curriculum is reviewed to ensure it meets the needs of all pupils and is adapted to ensure that it is accessible and relevant to SEND learner needs.

**Good Practice: Improve and maintain access to the physical environment of the school**

• Richard Barnes Academy is easily accessible for all pupils.

• School can refer to Local Authority specialist hubs for further advice if required and TDET health and safety officer.

• The environment is adapted to the needs of pupils and visitors as required. This includes:

- Disabled parking bays are available.

- Corridors at both campuses are wide enough to allow easy access for those with difficulties with mobility.

-There is ramp access on both sites from.

- There is disabled toilet access in each building with disabled showering facilities also available.

* There are downstairs meeting rooms available at the Fitzwilliam campus if required.

**Good Practice: Improve the delivery and accessibility of written information to pupils, parents and visitors**

• Key messages around school are published on the school website and on social media.

• Letters are sent home in specific font size.

• All policies can be made available in large print or other accessible format, if requested.

• Personalised tours around school with a member of SEND Team are available when requested

**Action Plan**

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

1. **Improving Access to the Physical Environment**

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| Targets | Actions | Timescale | Responsibility | Outcomes | Position as of September 2024 |
| Everyone to be made aware of the needs of disabled people when accessing all physical environments within and around the Academy. | Ensure that policies and processes reflect the needs of disabled pupils and staff.  The following policies are compliant  TDET Data Protection Policy  TDET Health and Safety  Attendance policy  Behaviour policy  Intimate care and Toilet policy   Safeguarding and Child Protection policy  Supporting students with medical conditions policy     Following to be reviewed:  Uniform policy    Policy needed:    children who cannot attend school for health reasons | Ongoing        Audit completed by September 2024                      January 2025      October 2025 | Lead:  Tracey Hopkins  Kim McDonald                            Alison Cheale      James Fletcher  Ruth Slater | Academy will be able to respond to emerging needs of disabled pupils and staff. | Following policies and processes actively in place:  TDET Health and Safety Policy  Emergency Fire Evacuation Procedure  Emergency Drills carried out during the academic year |
| Ensure that all disabled pupils with the following impairments can be safely evacuated.   * Mobility * Visual * Hearing * Cognitive * Other impairment that may affect the disabled persons ability to reach an ultimate place of safety unaided or within a satisfactory period. | Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all types of disabled people.  • Ensure disabled people have been captured in the Emergency Evacuation Procedures.  • Ensure all staff and disabled people are aware of the Emergency Evacuation Procedures | Reviewed by December 25  Considerations for new admissions. | Lead:  Tracey Hopkins  Kim McDonald  TDET Health and Safety Officer | All disabled pupils and staff working with them are safe and confident in what they need to do in the event of an emergency fire evacuation or any other cause of evacuation. | Following policies and processes actively in place.  TDET Health and Safety Policy  Emergency Fire Evacuation Procedure  Emergency Drills carried out during the academic year |
| All building work has considered accessibility guidance | Share the accessibility plan with all personnel and contractors | Ongoing | Lead:  TDET maintenance team | Ongoing improvements in access to all areas when undertaking routine and maintenance work |  |
| Enhance access to and around premises for disabled people, especially those with a mobility impairment and wheelchair users | Review and assess all ramps/slopes, passageways, doorways, classrooms and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users. | Review October 24    Complete the physically accessible audit tool by October 24 act upon recommendations and action plan to be in place by December 24 | Lead:  Tracey Hopkins  Kim McDonald    TDET Health and Safety Officer | People with visual or mobility impairment will be able to easily identify key areas and routes within and around the Academy. | Review and assessment ongoing. |
| Enhance internal/external signage for learners with Speech and Language difficulties or visual impairment. | Review and assess, so far as is reasonably practicable the need and feasibility for suitable internal/external signage for visually impaired/ speech and Language difficulties. | Audit and Assess2024-25    Implementation 2025-26    Update as required 2027    ***Temporary signage to be implemented if required prior to action plan targets to meet individual need*** | Lead:  Tracey Hopkins  Kim McDonald | People with visual impairment or Speech and Language Difficulties will be able to easily identify key areas and routes within and around the Academy. | Review and assessment ongoing. |
| Ensure all Fire escape routes are suitable for all | Request advice from TDET health and safety on accessibility of exits routes and fire door as required | September 24 | Lead:  Tracey Hopkins  Kim McDonald    TDET Health and Safety officer | All disabled staff, pupil’s and visitors can have safe independent exits in emergency situations. |  |
| Continue to develop safe spaces across all campuses to support emotional regulation | Fitzwilliam to continue to develop Safe Space work completed through connected communities.    Trinity to follow the Connected Communities Project to ensure Safe spaces are embedded to inform best practice. | Ongoing | Lead:  Tracey Hopkins  Kim McDonald | Responding to student's individual need. | Safe spaces projected completed as part of the Connected Communities Project and establish on the Fitzwilliam campus. |

1. **Improving access to the curriculum**

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| Targets | Actions | Timescale | Responsibility | Outcomes | Position as at September 2024 |
| All staff are to attend relevant SEND training.    SENCO surgery to be available on a fortnightly basis to support teacher planning and delivery of learning plans    All staff are accessing and using the RBA SEN learning plans/yearly overviews Teams folder to support individual needs. | Establish SENCO surgeries fortnightly.    SENCo’s to update teams folder half termly and notify all staff by email of updates.    Provide staff training on the SEND handbook and how to support learners with additional needs. | Ongoing throughout | Lead:  Tracey Hopkins  Kim McDonald | All staff aware of SEND specific issues. | CPD arranged and shared |
| Reasonable adjustments are discussed with relevant staff for access arrangements to be identified and actions for external examinations. | SENCo’s to organise EAA testing through support for learning.    TH and KMc to complete refresher for JCQ changes yearly.    Access arrangements training to take place each academic year.    Staff training to be completed yearly for exam invigilation completing the JCQ assessment tool | Sept 2024 onwards | Lead:  Tracey Hopkins  Kim McDonald | Year 10/11 staff to identify pupils with reading or writing needs and those that that require additional time.    Appropriate EAA approved and added to pupil passports, embedded as common practice. | Both SENCO’s accredited and comply with EAA regulations to submit EAA requests following external assessments |
| Ensure disabled students are given the opportunity to participate equally in after school activities, trips and visits. | Open access to all activities with appropriate support and reasonable adjustments | Ongoing | Lead:  Tracey Hopkins  Kim McDonald | Disabled students confident in choosing any after school activity | Ongoing |
| Increase confidence of staff in adaptive teaching of the curriculum | Implement the new TDET teaching and Learning Pedagogy from Sept 24 | Ongoing due to staff turnover | Lead:  Senior leadership Team  Middle Leaders | Staff have access to planning and teaching tools that enable them to support and encourage those with additional needs. | July 24 TDET launched new Teaching and Learning framework in a conference held and workshops completed to all Teaching and support staff. |
| Develop a consistent approach to alternative methods of recording information in school. | CPD training on alternative methods of recording using occupational therapy, SALT, and support for learning toolkits.    SENCOs to identify learners that require support in stamina for writing and produce reasonable adjustment plans | Ongoing | Lead:  Senior leadership Team  Middle Leaders    Tracey Hopkins  Kim McDonald | All staff are confident and consistent in using an arrangement of alternative recording strategies to support individual learners. | Reasonable adjustment plans are in place.    Yearly overview plans in place identifying key learners this would apply for. |
| Increase staff’s understanding of other factors including developmental trauma and ACES which may impact on cognitive function, engagement and emotional regulation | Trauma-informed approach training for all new members of staff as part of the induction process. | Ongoing due to staff turnover and annual refreshers on ACES and the impact it can have on all aspects of learning. | Lead:  Tracey Hopkins  Kim McDonald    SLT | Staff have a deeper understanding of developmental trauma and ACES and the impact this can have on engagement with learning and develop strategies in daily practice for example flexibility in outcomes. | Connected Communities school.    Trauma-informed training delivered annually including ACES. |

**C) Improving access to Information**

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| Targets | Actions | Timescale | Responsibility | Outcomes | Position as of September 2024 |
| Academy website to be accessible and comply with current statutory requirements | Ensure it explicitly welcomes disabled pupils and parents and those with SEND | Ongoing | Lead:  Tracey Hopkins  Kim McDonald | Parents feel confident in the information they have about the Academy | Requires review |
| Review the information to parents/Careers to ensure it is accessible. | Review all letters home to check reading age/plain English | Ongoing | Lead:  Admin Team  Leadership Team  SENCO’s | All parents receive information in a format they can access for example large print text or verbal through phone calls and translation. | Requires review |
| Produce accessible information to support parents/carers with learners with SEND needs. | Work alongside family support worker and parent working group | Ongoing | Lead:  Tracey Hopkins  Kim McDonald  Michelle Moran | Increase confidence in parents to support their child’s learning. | Strong home-school relationships are built with families out in the community. |
| Review of SEND information report to make this more user-friendly for SEND Parents and Guardians | Develop an alternative information report. | Nov 24 | Lead:  Tracey Hopkins  Kim McDonald    Family voice | An alternative information report is structured and written to include visual images and lower reading age. |  |
| Develop and accessible guide to the EHCP process. | Develop EHCP pack | Jan 25 | Lead:  Tracey Hopkins  Kim McDonald | Simple guide to the EHCP process including timelines and supporting information. | SENCO’s supports parents through the process. This is done verbally in additional meetings before the statutory events take place. |

4. **Monitoring Arrangements**

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary. It will be approved by the Principal and the Academy Committee.