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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 individual, taking into account 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.

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:

<https://fis.peterborough.gov.uk/kb5/peterborough/director/localoffer.page?familychannel=8>

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 2021

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 in order to meet student needs.
- If necessary, a personalized, longer term intervention programme targets pupil's 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.
- School refers to Local Authority Health services and external services when required such as Speech and Language, Occupational Therapy, Physiotherapy and School Nurse Service.
- Pupils have the opportunity to use specialist equipment and specific software to ensure access to curriculum.
- Pupils have access to iPads and computing facilities.
- When necessary, pupils have access to additional adult support to ensure learning progress.
- All pupils have opportunity to participate in educational visits, extra-curricular activities, clubs and sporting activities.
- Information regarding pupil's needs are circulated to all teaching staff to inform teacher planning.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

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 support for further advice if required.
- The environment is adapted to the needs of pupils and visitors as required. This includes:
 - Disabled parking bays are available.
 - Corridors at both campus 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.

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 required.



- Personalised tours around school with a member of SEND Team are available when requested
- Internal signage





4. Action Plan

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

a) Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes	Position as of September 2021
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.	Ongoing	<u>Lead:</u> Tracey Hopkins Rachel Hebblewhite <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	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. <ul style="list-style-type: none"> • Mobility • Visual • Hearing • Cognitive • Other impairment that may affect the disabled persons 	Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all types of disabled people. <ul style="list-style-type: none"> • Ensure disabled people have been captured in the Emergency Evacuation Procedures. • Ensure all staff and disabled people are 	Reviewed by December 2021 Considerations for new admissions.	<u>Lead:</u> Tracey Hopkins Rachel Hebblewhite <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	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



ability to reach an ultimate place of safety unaided or within a satisfactory period of time.	aware of the Emergency Evacuation Procedures				
Enhance Internal/external distraction markings for visually impaired pupils/staff/visitors	Review and assess current distraction (safety) markers on all clear glass panels/doors to avoid people walking into them.	Autumn Term review December 2021	<u>Lead:</u> Alex West <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	Significantly reduces the risk of visually impaired people walking into clear glass panels/doors. Visually impaired people will feel safe within the Academy grounds.	Review and assessment ongoing.
Enhance access to and around premises for disabled people, especially those with a mobility impairment and wheelchair users	Review and assess all parking bays, ramps/slopes, stairways, passageways, doorways, lifts, classrooms, toilets and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users.	Autumn Term review December 2021	<u>Lead:</u> Alex West <u>Support/Advise:</u> Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	People with visual 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	Review and assess, so far as is reasonably practicable the need and feasibility for suitable	Autumn Term review December 2021	<u>Lead:</u> Alex West <u>Support/Advise:</u>	People with visual impairment or Speech and Language Difficulties will be able	Review and assessment ongoing.



Language difficulties or visual impairment.	internal/external signage for visually impaired/ speech and Language difficulties.		Harvinder Rajput Mark Pinfold Phil Bark Mick Crossley	to easily identify key areas and routes within and around the Academy.	
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b) Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at September 2021
Ensure specified curriculum areas include reference to disability issues	PSHE curriculum to include equality issues.	Autumn Term review	<u>Lead:</u> Alex West <u>Support/advice:</u> Charlotte Eastwood Denise Lambert Sarah Judge	PSHE curriculum shared and teachers planned delivery to classes.	
Ensure all new teaching staff are aware of training sessions where SEND specific issues are part of the programme. Staff attend SEND Surgery or access resource bank to support teacher planning and delivery.	AW, RH and TH to lead SEND CPD. Establish SEND Surgery (OCT 21) Establish Resource Bank (by Dec 21)	Ongoing throughout 2021 - 2022	<u>Lead:</u> Alex West Rachel Hebblewhite Tracey Hopkins	All staff aware of SEND specific issues.	CPD arranged and CPD calendar for Autumn term shared



Reasonable adjustments are discussed with relevant staff in order for access arrangements to be identified and actions for external examinations.	AW to administer EAA testing Sept – Oct for year 10 and 11.	Sept 2021 onwards	<u>Lead:</u> Alex West	Year 10/11 staff to identify pupils with reading or writing needs and those that that require additional time. Appropriate EAA approved and embedded as common practice.	Access arrangements training took place with all staff last academic year. AW acquired APC AW completed refresher for 2021-22 JCQ changes.
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	<u>Lead:</u> Rachel Hebblewhite Tracey Hopkins	Disabled students confident in choosing any after school activity	Ongoing

C) Improving access to Information

Targets	Actions	Timescale	Responsibility	Outcomes	Position as of September 2019
Academy website to be accessible and comply with current statutory requirements	Ensure it explicitly welcomes disabled pupils and parents and those with SEND	Ongoing	<u>Lead:</u> Alex West <u>Support:</u> Steph Collins Nick Morley	Parents feel confident in the information they have about the Academy	Requires review



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.



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