

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 for Ravens Academy

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 curriculum	To ensure that the curriculum is differentiated for all pupils. To ensure resources are adapted to support students of differing disabilities.	All staff have been trained in ‘Adaptive Teaching’ through 7C’s Judith Carter Model Regular SEND updates and training for all staff. We consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. We use resources tailored to the needs of pupils who require support to access the curriculum.	To continue to embed this throughout the year. Review of assembly planner for awareness of disability. Regular SEND updates and training for all staff. Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.	SEND CO T&L lead SLT	Reassess December 2023 Then ongoing progress	Each reading area has a representation of disability. Displays in the school have some representation of disability Children talk positively about disability. No incidents of negative language or experience related to disability. Raven’s offer is inclusive for all.

						All students can access and engage with their learning
	To ensure the curriculum is reviewed to make sure it meets the needs of all pupils	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>We consider those children with general and specific learning difficulties.</p> <p>We ensure staff have access to the SEN information for pupils they teach, to ensure they can plan and deliver to meet need.</p> <p>SEND check ins are available every Thursday as well as send drop ins throughout the term – with clear and concise discussion on targets.</p> <p>Regular meetings with parents, students and teachers to discuss targets</p>	<p>Review the Curriculum offer throughout the year to ensure it is inclusive and maximises the potential for all learners to achieve.</p> <p>Ongoing training to adapt to the needs of students.</p>	<p>SENDCO T&L lead SLT Middle leadership team</p> <p>Teaching staff</p>	<p>Termly assessment and review</p> <p>Ongoing</p>	<p>All students access a broad and balanced curriculum.</p> <p>All students make progress towards their outcomes</p> <p>All students feel a sense of belonging</p>

		and future targets, as well as assessment.				
	To raising disability awareness, amongst the whole school community.	<p>Whole school assemblies on difference and disabilities.</p> <p>Through PSHE – we follow a strong curriculum on diversity and inclusion, adapted for to ensure materials and examples represent a diverse range of cultures, ethnicities, family structures, and abilities.</p>	<p>Work with external groups to raise awareness amongst staff and pupils on living with disabilities.</p> <p>Continue to implement a curriculum which has a focus on diversity.</p> <p>Maximise opportunities eg visitors with disabilities/ focus in assemblies</p>	<p>All staff</p> <p>SENDCO</p> <p>T&L lead</p>	Termly review	<p>Students are aware of neurodiversity and are able to explain it to others. (ADHD school qualification)</p> <p>Training - ADHD Foundation : ADHD Foundation</p> <p>Displays in the school have some representation of disability.</p> <p>Children talk positively about disability.</p> <p>No incidents of negative language or experience related to disability.</p> <p>Provider's offer is inclusive for all.</p>
	To ensure that the curriculum is differentiated for all pupils	<p>All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.</p> <p>A range of curriculums and resources are used to support all learning.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p>	<p>Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.</p> <p>This year specifically focussing on strengthening neuroinclusive practice.as well as TTPT training.</p>	SENDCO and Teaching and Learning Lead	On going	<p>Increase in access to the national curriculum</p> <p>Students feel an increased sense of belonging and emotional regulation.</p> <p>Clear development with students on the SEND register.</p>

--	--	--	--	--	--	--

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	To ensure that all members of the community has access to all areas.	<p>Fire and emergency evacuation procedures are in place for those with additional needs, including specific pupil evacuation plans.</p> <p>Ravens Academy has four accessible toilet facilities; two are in Key stage 2 buildings, one is in key stage 1 and one is in the tent. All are fitted with handrails and pull emergency cords which link to audio and visual alarms</p> <p>All external and internal ground floor doors are on a flat, stable surface and accessible to wheelchair users.</p>	<p>To continue to ensure that individual pupils have the necessary equipment to aid their access to facilities, e.g. rails, steps, furniture.</p> <p>To maintain outdoor surfaces to remove barriers to wheelchair users.</p> <p>To audit the premises annually and make recommendations/improvements as necessary.</p>	<p>SENDCO to maintain an overview of individual pupils' requirements and to place orders as necessary.</p> <p>Site Manager to conduct regular checks on playground surfaces and equipment and report any shortcomings to SBM.</p>	<p>Ongoing</p> <p>Termly</p>	<p>No pupil is disadvantaged by lack of a physical aid.</p> <p>All areas of playground are accessible for all children.</p> <p>The site remains compliant with legislation and any improvements are proposed/reported to governors</p>
	To ensure that all out of -school activities are planned to enable	We offer a range of clubs after school that the pupils can access,	Review all out -of -school provision to ensure compliance with legislation.	SLT to check provision made by activity	Summer 2024 - Ongoing support	SENCO and SLT to ensure all clubs are accessible, particularly those delivered by outside providers.

	access and participation of all pupils.	We liaise with local swimming pool to ensure they have the resources available to support all our pupils.	Review activity centres for residential trips.	centres. School to provide support for pupils with additional needs to attend clubs.		
	Ensure any proposed 'new build' project is physically accessible for everyone.	All external and internal ground floor doors are on a flat, stable surface and accessible to wheelchair users	Project manager appointed will ensure compliance with building regulations regarding accessibility	SENDSCO SBM HT Governors	Any future projects	Any new construction will be fully accessible.
	To ensure accessibility to IT equipment	<p>Use of adapted apps and a range of resources to support speech and hand and eye co-ordination.</p> <p>IT is used for assemblies to support those with visual and hearing impairments.</p> <p>Induction loops Are used to support those with hearing impairment.</p>	Research and implement the use of software to aid the visually impaired when using the iPads	SENDSCO and IT Technician		Children with physical impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
	To ensure that that the classrooms are optimally organised to promote the participation and independence of all pupils.	<p>We ensure classroom environments meet the needs of pupils.</p> <p>A range of seating and furniture is available including stand up tables.</p>	<p>Staff members to ensure clear access routes throughout their classrooms for all pupils.</p> <p>Staff members to provide access to adapted ICT equipment to support pupils where required.</p>	All staff members and SLT	On gong	<p>Pupils able to access all learning Increasingly independently.</p> <p>Regular Health and safety walk by SLT to check that routes are safe and clear for all pupils.</p>

			Staff members to take auditory needs of pupils into account when arranging class seating plans.			Reduced support staff intervention for supporting the physical needs of students.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	To use of a range of communication methods to ensure information is accessible for pupils.	Our academy uses a range of communication methods to ensure information is accessible. This includes Internal signage Pictorial or symbolic representations (Widgit) Staff are welcoming and happy to invite parents and visitors into the school in relation to SEND	Ensure materials and resources are accessible for pupils with hearing or visual impairment Ensure resources and materials are accessible for dyslexic pupils Seek support and guidance from hearing and visual support agencies. With the use of IT to further enhance accessibility or tailor to meet specific needs	SENDCO SLT	On going	Information and support readily available for staff – increased school awareness
	To ensure written materials will be available in a variety of different supportive formats	The academy currently works in collaboration with the LA to screen for visual impairments and conditions and ensures that written resources are available in a	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts,	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.

		variety of fonts, sizes and colours to aid students' needs	written in accessible language for parents and carers.			
	To ensure that reading materials are adapted for staff, parents and pupils where required.	Leaflets/posters are available from the SENDCO to signpost to local support networks.	<p>Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences.</p> <p>Office staff to ensure that parents with similar needs are catered for.</p>	<p>All staff to take responsibility for pupils in their classes.</p> <p>Office staff/SENDCO to take responsibility for parents with visual impairments.</p>	Ongoing as required.	<p>Reading materials will be adapted as required.</p> <p>Lesson observations will highlight where adaptations have been made for pupils with visual impairments</p>

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.