



# Accessibility Plan 2024-2027

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<b>Category</b>	Compulsory under Equality Act 2010
<b>Next Review Date</b>	Every 3 years unless changes to legislation June 2027
<b>Policy Availability</b>	Academy Website
<b>Officer Responsible</b>	Principal

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### 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to identify the actions the school intends to take over a three-year period to increase access for those with a disability in three key areas:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of the school to increase the extent to which students with a disability can take advantage of education, facilities and associated services
- Improving the availability of accessible **information** to students with a disability

### 2. Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all staff, students and their families.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate which are supported by our core behaviours.



### 3. Aims

The key objectives of this plan are:

- To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students and prospective students with a disability
- To provide a caring and friendly environment without discrimination of any kind
- To provide resources to cater for the needs of individual students
- To promote and understanding of disabilities throughout the school

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.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school has included a range of stakeholders in the development of this accessibility plan, including students, families, staff and governors.

### 4. 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.

The school is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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

### 5. Monitoring arrangements

This document will be reviewed every **3** years

This document may be reviewed and updated more frequently if necessary and if changes to legislation require it.

This document will be approved by the individual school Standards and Performance Committee.

## 6. Action plan

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

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Increase access to the curriculum for students with a disability</b>					
<p>Embed adaptive teaching using the EEF '5 a day' approach to ensure <b>all</b> learners succeed focussing attention on; explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology.</p>	<p><u>Use of Explicit Instruction:</u> Expectations are articulated Clear and succinct use of language Students understanding, and misconceptions checked</p> <p><u>Cognitive and Metacognitive Strategies:</u> Guided practice and modelling in place</p> <p>Use of Dual coding to aid students' understanding of new content within Interventions</p>	<p>To embed effective retrieval practice across all subjects and Key Stages</p> <p>To establish questioning strategies and embed these in order to consistently address student misconceptions</p> <p>To establish questioning strategies and embed these in order to consistently address student misconceptions</p> <p>Use of Dual coding to aid students' understanding of new content within lessons</p>	<p>Principal, SLT, SENCO and Curriculum Staff.</p> <p>Principal, SLT, SENCO and Curriculum Staff.</p> <p>Principal, SLT, SENCO and Curriculum Staff.</p>	<p>On going</p> <p>On going</p> <p>On going</p>	<p>Students are able to access the curriculum due to appropriate adaptations and reasonable adjustments.</p> <p>All themes and programs of study to be accessible to all learners.</p> <p>Needs of all learners met enabling positive outcomes</p> <p>Appropriate use of specialised equipment to benefit individual students and and staff</p>

	<p><u>Use of Flexible Grouping:</u> Phonics and Lexia Small group interventions Seating plans Intervention – academic, social, behaviour (use of Century)</p> <p><u>Scaffolding:</u> Use of WAGOLLS Task Boards Lesson Communication Logs</p> <p><u>Use of technology:</u> Visualisers Reading pens Laptops/devices Use of exam laptops and reading pens as part of access arrangements</p>	<p>To extend and deepen student learning</p> <p>To improve the quality of marking and feedback through development of subject specific scaffolding</p> <p>Roll out of 'voice to text technology Purchase Headphones with microphones Use of One Note Specific intervention programmes for SPLD and EAL students.</p>	<p>Principal, SLT, SENCO and Curriculum Staff.</p> <p>Principal, SLT, SENCO and Curriculum Staff and Trust Ed Tech Team</p>		
<p>Audit and develop appropriate CPD programme for teaching and support staff focussing on all students accessing and engaging with the curriculum</p>	<p>CPD cycle in place for SEND</p> <p>ACES and Trauma Informed CPD session for whole staff</p> <p>Staff trained in Safer People Handling</p> <p>Annual whole staff training on Anaphylaxis, Epi Pen, Asthma.</p>	<p>All new staff to receive a robust induction programme with a focus on support with adaptive teaching.</p> <p>Whole staff CPD on Zones of Regulation</p> <p>Whole staff CPD on Autsim</p>	<p>Principal, SLT, SENCO and Curriculum Staff</p> <p>SENCo</p> <p>SENCo</p>	<p>On going</p> <p>Sept 2024</p> <p>July 2025</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place.</p>

	<p>Annual training medical needs within Thorns Collegiate Academy- diabetes, epilepsy</p> <p>Cystic Fibrosis training in place</p> <p>Annual training in Access Arrangements</p>	<p>Whole staff training on Oppositional Defiance Disorder</p> <p>First Aid training updated as needed</p>	<p>SENCo</p> <p>SENCo</p>	<p>July 2025</p> <p>On going</p>	<p>CPD support for all staff to ensure raised confidence of staff in using appropriate strategies for adaptive teaching and increased student participation.</p>
<p>Refine Curriculum to ensure sufficient scaffolding and challenge for all students</p>	<p>Middle Leader meetings</p> <p>Departmental reviews.</p> <p>Trust support for external peer reviews</p> <p>Quality assurance processes-student voice, book looks and learning walks</p>	<p>Development of 'Nurture' curriculum</p> <p>Development of Preparation for Adulthood curriculum</p> <p>Curriculum subject reviews</p>	<p>Principal, SLT, SENCO and Curriculum Staff</p> <p>Principal, SLT, SENCO and Curriculum Staff</p>	<p>On going</p> <p>On going</p>	<p>The extent to which disabled students can participate in the curriculum is increased</p>
<p>Enhance collaboration with Outside Agencies to reduce and eliminate barriers to accessing the curriculum for students and prospective students with a disability</p>	<p>Send coffee mornings on a termly basis with outside agencies as speakers, family forum meetings.</p> <p>Service Level Agreement with Learning Support Service</p> <p>Employ Private Educational Psychologist fortnightly</p> <p>Regular professional meetings and visits from Autism Outreach, HI, VI, Physio, PIMIS</p>	<p>To map the support from the Outside Agencies in order to maximise their impact.</p> <p>Review of the Wellbeing, counselling and mentoring to increase the support available.</p>	<p>Principal, SLT, Teaching staff and outside Professionals</p> <p>Principal, SLT, Teaching staff, Pastoral Team and outside Professionals</p>	<p>On going</p> <p>December 2024</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place</p>

	<p>Transition programme to ensure needs are met from induction</p> <p>Counselling and mentoring in place</p> <p>Focus Days: Focusing on disability and the Equality Act 2010- where support has been provided from a wheelchair user and an individual with ASD.</p> <p>Working along Skylark Trust to offer AV Robot- to ensure that students who cannot physically access school have an opportunity to access live schooling, remotely.</p>				
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra curriculum provision</p>	<p>Students with a disability, medical condition or other needs can access the wider curriculum including trips and residentials ensuring reasonable adjustments are made</p> <p>Pre visits for residentials completed as necessary</p> <p>Risk assessments in place</p> <p>All extra-curricular activities are accessible</p> <p>Monitor attendance of extra-curricular ensuring students with disabilities are attending</p>	<p>Create personalised risk assessments and access plan for individual children. Liaise with external agencies, identifying training needs and implementing</p> <p>Training where needed. Ensure actions including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Principal, SLT, SENDCo and all teaching staff, extracurricular service providers and education visit settings</p>	<p>On going</p>	<p>Evidence that appropriate considerations have been made and that all pupils with a disability, medical condition or other needs can access the wider curriculum including trips and residentials using reasonable adjustments.</p>
<p>To review policies to ensure they reflect inclusive</p>	<p>Policies are reviewed on a regular basis.</p>	<p>To comply with the Equality Act 2010</p>	<p>Principal, SLT and Standards &amp; performance committee</p>	<p>Ongoing</p>	<p>All policies clearly reflect inclusive practice and procedures</p>

practices and procedures					
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Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Improve and maintain access to the physical environment</b>					
Improve the physical school environment	School environment is reviewed on a regular basis and improvements are made in order to take account the needs of pupils and families with physical disabilities and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises such as Access, Lighting, colour schemes, Ramps, wheelchair accessible toilets, signage, parking bays and wheelchair access to enable visitors, families and pupils to access all areas.	Undertake an access audit.	Principal, SLT and Site Team	Ongoing	<p>Evidence that appropriate considerations have been made where physical school improvements have been made.</p> <p>Work planned in the coming 12 months will ensure that the physical environment is maintained and as accessible as possible to all. Longer term plans and reviews will take place to further enhance the existing arrangements and guide the Academy so that all future physical improvements consider the needs of all.</p>
To develop an accessible forest school area	Gardening Club in place Appropriate site available on Academy grounds.	<p>To develop an accessible Forest School provision on Thorns Collegiate Academy site.</p> <p>To train a Forest School Leader</p> <p>To carry out appropriate risk assessments and</p>	Trust Staff, Principal, SLT and Site Team	July 2024	Inclusion for all pupils. Safe evacuation in an emergency

		Personal Evacuation Plans are in place.			
To develop a sensory room	A physical and Sensory Room is in place in the Inclusion building; however, this is unfurnished.	To equip the physical and sensory room.	SENCo	September 2024	Physical environment of the Inclusion Department is improved to include an access
The ensure the physical environment is accessible for wheelchair users	Lifts in place in the main school building and in the L4L block Ramps in place for wheelchair access Maintenance of wheelchairs and accessible toilet Height adjusting tables distributed across the Academy as needed	Create a path to the L4L classroom at the bottom of the building ensuring wheelchair access to a classroom in L4L.  Train staff in Evac Chairs  Purchase Evac Chairs as needed	Principal, SLT and Site Team	September 2024	Physical environment of is improved in order to ensure there is an accessible L4L classroom

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
<b>Improve the delivery of information to students with a disability</b>					
Enable improved access to written information for students, families and visitors	<p>All families are provided with written information and communication electronically via Edulink to allow for home magnification. Paper copies can be provided upon request to the admin team.</p> <p>All families have access to Immersive Reader when accessing letters and monthly newsletter.</p>	<p>To create and offer information in alternative formats such as large print upon request</p> <p>Each Year 7 cohort to be provided with a laptop within school and therefore can access Immersive Reader to adapt text to their reading preferences.</p> <p>Review all forms of communication home to ensure all communication is accessible.</p> <p>How to use immersive reader is shared with families.</p>	<p>Admin Team Heads of Year SENCo</p> <p>Principal and IT Team</p>	<p>Ongoing</p> <p>Ongoing</p>	Evidence that appropriate and reasonable adjustments have been made.
Enable improved access to the Academy website	Website provides information to families and is separated into clear sections/areas.	To add accessibility features to the Academy website. To ensure navigation around the Academy website is clear.	Admin Team	July 2027	Additional accessibility features available on the Academy website.
Ensure that reasonable	The Academy has accessible meeting facilities next door to reception.	Move to an informal arrangement of disabled	SLT and Site Team	July 2026	Evidence that all appropriate and

adjustments have been made for families with disability, medical or other access needs when information is provided in school	<p>The Academy will provide a translator for families in meetings as required.</p> <p>Informal disabled parking.</p>	parking bays to an formal, marked bays.			reasonable adjustments have been made so that parents can fully support students with their education
To provide resources to cater for the needs of individual students	<p>Use of specialised equipment such as reading pens, laptops/devices, coloured overlays, reading rulers, slanted boards and fiddle toys. Specially, shaped pencils and pens for pupils with grip difficulty.</p> <p>Use of exam laptops and reading pens as part of access arrangements</p>	<p>Develop a sensory room</p> <p>Purchase of specialist equipment as needed</p> <p>Consult outside agencies for recommendations about best equipment to use for individual students.</p>	Principal, SLT, Teaching staff and outside Professionals	<p>September 2024</p> <p>On going</p> <p>On going</p>	Appropriate use of specialised equipment to benefit individual pupils and staff
To promote and understanding of disabilities throughout the school	<p>Signage around schools</p> <p>Information posters displayed around school</p> <p>Protected Characteristics- Form Activities</p>	<p>Purchase of texts where disabilities are represented</p> <p>Explore Dyslexia Friendly School</p> <p>Explore use of Widgets to supplement instructions</p>	<p>SENCO and Literacy Lead</p> <p>SENCo and Teaching Staff</p> <p>SENCo</p>	<p>On going</p> <p>On going</p> <p>On going</p>	There is accessible <b>information</b> for students with a disability which allows them to grow and develop as an individual.

