

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 curriculum	- Our academy offers a differentiated curriculum for all pupils - Adaptive Teaching through 7C’s Judith Carter Model - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include	We liaise with a range of outside agencies including the following; - Cadmus Inclusion SEND Advisory Team - AIT (Autism Outreach service) - Visual/Hearing impaired Advisory Team - Speech and Language These services allow us to gain specialist advice and support if needed.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. SENCO to continue to engage in regular learning walks, pupil voice, book looks to ensure they are triangulated to consider how pupils are accessing the curriculum.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing	Increase in access to the national curriculum

	examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	We review pupil passport targets on a termly basis and discuss progress with parents as part of these discussions. Children complete NTS tests every term and progress is reviewed by the SLT team for all pupils. Interventions and support can then be offered if needed.				
	To ensure that the curriculum is differentiated to provide equal access for all.	All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model. Staff have access to their class SEN information for the pupils they teach to ensure that they can plan and deliver to meet need. Staff consider the needs of all pupils when planning lessons including adjusting text size, paper colour,	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuroinclusive practice.	SENDCO and Teaching and Learning Lead	On going	Increase in access to the national curriculum. Barriers to learning are removed.

		writing equipment and classroom position.				
	To ensure that the teaching and learning methods and environment supports pupils with a hearing impairment.	There are quiet spaces in between each classroom which children can access. Forward facing desks at the front of the classroom are provided to facilitate lip reading. This may be angled towards the teacher to optimise hearing. Clear enunciation and considered talking speed by staff members. Use of visual cards or pictures to aid understanding, especially with very young children.	Regular meetings with the Hearing Impairment team as and when needed to ensure provision is appropriately matched to the child. Consider staff training around BSL.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing and when a child with a hearing impairment joins the school.	Increase in access to the national curriculum. Barriers to learning are removed.
	To ensure that the teaching and learning methods and environment supports pupils with a visual impairment.	Modified print if needed. This includes during tests. Extra time in tests (100% extra time currently) Access to modified equipment such as enlarged rulers/protractors, writing slopes and magnifier.	Regular meetings with the Visual Impairment team as and when needed to ensure provision is appropriately matched to the child.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing and when a child with a Visual impairment joins the school.	Increase in access to the national curriculum. Barriers to learning are removed.

		Access to personalised laptop/Ipad as directed from the VI Team. Desk located at the front of the class with clear view of the board with the teacher facing the pupil.				
	To ensure that the teaching and learning methods and environment supports pupils with SEMH needs.	Clear expectations for all children by all staff members supported by visuals and social storied if required. Staff have completed attachment and trauma awareness training. We have a member of staff who is ELSA trained. We have a member of staff trained in positive play. We have 3 members of staff who are Nurture Trained by the Nurture Network UK. Access to a range of SEMH interventions including anger management, self-esteem boosting session, ELSA and various social skills groups.	Continue to liaise with Cadmus Inclusion Advisory team around the Nurture Room to ensure we are offering a broad and balanced offer of SEMH interventions for pupils. Develop Lego therapy and Sand tray therapy across upper KS2 (staff have had the training in Summer 2024)	SENCO/Pastoral staff/Nurture staff Class teachers through daily teaching.	Ongoing r New nurture room location in September 2024 to facilitate more interventions .	Increase in access to the national curriculum. Barriers to learning are removed.

	To ensure that the teaching and learning methods and environment supports pupils with physical needs.	Adapted seating in some classrooms- these include things such as bean bags and various chair types. Weighted blankets and toy animals are provided to each class along with a sensory box. These can be personalised for children if needed. All classes have planned movement breaks planned during 3 key intervals in the school day. We have a strong working relationship with the OT/ Physio team and will work alongside them to deliver individualised therapy programmes as advised by external professionals.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. Sensory breaks and the use of sensory Audits will be a focus from September 2024.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing and when to be reviewed when a child with a medical condition joins the academy.	Increase in access to the national curriculum. Barriers to learning are removed.
	To ensure that the teaching and learning methods and environment supports pupils with diagnosed medical needs.	We have care plans for pupils who have a diagnosed medical need. These are shared yearly, and parents are asked to come and inform the office of any changes to these plans. We currently have staff trained in the following;	Continue to audit staff training requirements and issue training to fill gaps as required. Additional members of staff to complete medication administration for items such as calpol.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing 3 members of staff require refresh in September.	Increase in access to the national curriculum. Barriers to learning are removed.

		Peg feeding x 3 members of staff. Diabetic training x 3 members of staff Ashma and epilepsy training all staff in October 2023. We have additional staff trained in paediatric first aid above the minimum requirement. We support parents by liaising with medical professionals and attending meetings and appointments if required. Medication and equipment is safely stored and signed for in line with our medical conditions policy. Risk assessments are produced where needed in conjunction with parents and medical professionals for events such as school trips.				
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	To ensure that the teaching and learning methods and environment supports pupils with ASD.	ASD-friendly approaches incorporated universally in QFT (eg visual timetables). In addition, specific further adaptations are made for individual pupils. Ongoing staff training and support from advisory teams as needed. Most recent April 2023.	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. The academy have brought into the AIT package for September 2024 allowing for further support to be accessed if needed.	SENCO/Curriculum lead. Class teachers through daily teaching.		Increase in access to the national curriculum. Barriers to learning are removed.
	To ensure that effective speech and language provision in EYFS and across KS1, with improved early identification and intervention.	WellComm/Early Talk Boost screening programs used for early identification of SALT needs. Targeted support and intervention provided, often by specialist TAs with support from external therapist as needed. We also use deliver Attention Autism as an intervention to help with early listening and attention skills.	Consider the introduction of Concept Cat in the EYFS setting to improve early language development. Consider additional training to get more EYFS staff training in level 1 Makaton.	SENCO/EYFS lead. Class teachers through daily teaching.	Screening for Wellcomm/Talk Boost takes place in Autumn 1. Ongoing review of children as they enter the setting.	Increase in access to the national curriculum. Barriers to learning are removed.
	To ensure that improved identification of (and provision for) pupils who have specific	Resources purchased to support dyslexic pupils in school (eg Nussy and memory fix) and strategies used by staff	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching.	SENCO/Curriculum lead. Class teachers through daily teaching.	Ongoing	Increase in access to the national curriculum. Barriers to learning are removed.

	learning difficulties eg: dyslexia.	incorporated into QFT, to make dyslexia-friendly classrooms. We have access to a specialist Dyslexia Teacher through Cadmus Inclusion services who can offer advice and guidance as part of our core offer. The SENCO is trained to complete a range of assessments that can be used to identify specific difficulties.	Consider getting more staff trained in using the dyslexia screening tools in school.			
	To ensure that all pupils can access residential/school trips including those with SEND and/or medical needs.	Through discussions with parents, staff and providers, reasonable adjustments are made to enable inclusion. Pre-visits, additional staffing, accessibility of transport and accommodation etc	Continue to build links with various education sites which will be able to fully meet the needs of all of our learners. (Enrichment lead)	SENCO/Enrichment lead. Class teachers through daily teaching.	Ongoing.	All pupils can access the curriculum. Barriers to inclusion are made through reasonable adjustments.

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 be aware of the access needs of all pupils, staff, parents and carers and to make	Gather data around access needs when a child starts at our Academy. Create access	Consider the use of communication in print to create posters for key elements of the school.	SENDCO and SLT	Annually or as required	Our buildings and grounds are accessible for all pupils, staff, parents and carers,

to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	reasonable adjustments accordingly.	plans for individuals as required. Regular reminders to parents and carers to let us know if they have problems with access to any areas of the Academy. Access to translators or interpreters have been used previously if needed and will be offered where possible.				governors and visitors to the Academy. All parents can confidently access information about their child.
	To ensure that the disabled toilets remain accessible to all.	We have 2 disabled toilets in the academy. One is in the front office area and the second is located at the top of the KS2 corridor. Both have an emergency pull cord that can be activated if needed. These are checked daily by the caretaker in the morning and again by the cleaning team at the end of the day.	Consider the use of an electronic changing bed for younger children who may require changing.	All staff	To be monitored daily.	Disabled toilets are always easily accessible.
	Ensure the SENCO reviews the school environment to suit the needs of the pupils.	Sun Academy Bradwell is all on one level meaning that we only have 1 set of stairs in the academy. This area can still be accessed via a lift which has been installed for wheelchair users.	Continue to audit staff training requirements and review the site termly with the site manager.	SENCO/SLT and site staff.	Annually and when a child with a physical need starts the academy.	All parts of the Academy are accessible for all pupils, staff, parents and carers, governors and visitors to the school.

		We have 2 ramps in the academy corridor. 1 leading to the dining room and one leading to the hall. These are wide enough to allow a wheelchair to pass. We have 2 disabled toilets on site. We have a disabled parking bay on site located on the main entrance car park. Many of the shared spaces such as the library have shelves of various heights to allow easy access. We have yellow strip mark step edges on all of our steps in communal areas.				
	Ensure an effective escape routes are in place for a fire/ lock down procedure.	A Personal Emergency Evacuation Plan (PEEP) will be created for any child with a difficulty which could mean that they are unable to leave the academy quickly in the event of an emergency.	Research and implement the use of visual alert systems for a fire/lock down.	SENCO and SLT	September 2024	All pupils can quickly and safely evacuate the building in the event of an emergency.

	Ensure accessibility to IT equipment	Use of magnifying lenses and anti-glare lenses for the iPads installed. We have a strong working relationship with a range of organisations and will work collaboratively to ensure that we act on any suggestions for resources/equipment that can support.	Research and implement the use of software to aid the visually impaired when using the iPads	SENDCO and IT Technician	When we have a child with a VI join the academy.	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.
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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 availability of accessible information to pupils with disabilities	Our academy uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Options to translate key documents via class dojo.	We have an induction loop in the main office area. We have a translate button on our class dojo system which we use to communicate key messages. We have the option to share information in a variety of ways including email, letter, dojo, telephone or face to face. We also have access to a text reader which can scan text and translate this back	Continue to Liaise with parents as part of the parent voice to gather views on the way information is shared and how can be improved.	SLT and office staff	Ongoing	All parents/carers can confidently access information about their child's education. Improved engagement of parents and careers

		into a language of your choice.				
	Key materials can be translated into various language to ensure key messages are shared.	The academy has a translate option on class Dojo where parents/children can translate the content of the message into their native language. Access to translators or interpreters have been used previously if needed and will be offered where possible.	Consider the accessibility of the school website and how this can be more accessible. Eg: high visibility mode and the option to translate the information into a different language.	Office team and SLT.	Ongoing	Delivery of Academy information to parent and carers, as well as the local community, is improved.
	Written materials will be available in a variety of different supportive formats	The academy currently works in collaboration with the LA and Integrated Care Partnership to screen for visual impairments and conditions and ensures that written resources are available in a variety of fonts, sizes and colours to aid students' needs. School office will support and help parents to access information and complete school forms. Face to face appointments can be booked with the class teacher or a member of staff if a parent prefers verbal communication.	The academy should ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.	Principal	On going	Delivery of Academy information to parent and carers, as well as the local community, is improved.

		Phone call communication can also be supported for parents who may have difficulty accessing the written materials.				
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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.