



Armthorpe  
Academy  
*Enriching Lives, Inspiring Ambitions*

# Accessibility Plan

## Policy

September 2023

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<b>Approved by:</b>	Consilium Academies
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Consilium  
Academies

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## 1. Accessibility Plan – Overview and Purpose

Accessibility Plan

Armthorpe Academy has been on an exciting journey, opened a new building, hosting a number of new classrooms that offer our young people an engaging and inspiring environment to learn in. Despite these significant developments the school has been fully committed to providing an environment that enables full curriculum access; that values and includes all students, staff, parents and visitors regardless of their physical, sensory and social and emotional needs. This is a statutory policy which sets out our obligations in relation to accessibility at Armthorpe Academy. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specific in relation to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment or victimization (direct or indirect) for every under the nine characteristics: age, disability, gender reassignment, race, religion, or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). The Accessibility Plan will be published on the Academy website.

## 2. Definition of Special Educational Needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disabilities (SEND) Policy and SEN Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the Academy will manage this part of the SEND provision.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the Academy and Trust aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.

- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

### **3. Purpose of the Plan**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act and Equality Act:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

### **4. Monitoring arrangements:**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

The academy's accessibility plan is resourced, implemented and reviewed and revised as necessary.

### **6. Admissions**

Armthorpe Academy is committed to the principle of all children having equal rights of access, if this can be reasonably provided. To effectively support a young person with Special Educational Needs/ Disabilities, the academy would expect parents'/ carers' full disclosure of the child's Special Educational Needs/ Disabilities, as this will allow us to plan appropriately in order to meet a young person's needs.

### **7. Access to the school site, buildings and classrooms**

Armthorpe Academy has had support to try and ensure that the site is as accessible as possible.

- Parking: The academy has allocated disabled parking, to ensure safe access into the main building.
- Classrooms: All classrooms are accessible to disabled students. If a classroom is not accessible, reasonable adjustments will be made to ensure that an accessible classroom would be made available, so that a disabled student would not be at a disadvantage. We provide enough space within the classroom for students with disabilities to move about.
- There is a lift in the new building, which is the only building with multiple floors, to ensure that all areas are accessible. In addition, evacuation chairs are placed on the first and second floors and a number of staff have been trained to use these safely.
- Yard: The yard is largely accessible and there is a large staff presence at unstructured times, to ensure all students are closely supervised.

## 8. Evacuation procedures

The academy has embedded systems and procedures for the safe and efficient evacuation of the buildings. We understand that reasonable adjustments will need to be made in order to meet the specific needs of an individual. Such procedures will be discussed with the student, parents/ carers and support agencies and a Personal Evacuation Plan will be completed, which will be shared with staff.

In addition, in the new building there are evacuation chairs on the first and second floor. Relevant staff have been trained to use these.

## 9. Curriculum Access: Teaching, Learning and Assessment

As previously stated, our aim is to ensure that all children, including those with disabilities, have access to a broad and balanced curriculum that enables them to feel safe, valued and achieve success.

The academy works in partnership with students, families and external agencies to ensure that pupils with disabilities can participate successfully within the curriculum and where necessary create bespoke packages of support that meet the student's needs. As an academy, we recognise and value the importance of working in partnership with all stakeholders in order to share all information/ expertise and ensure that a young person's special educational needs/ disabilities are met.

A rigorous system for exam access takes place, to ensure that students have the right access to enable them to achieve.

Classroom environments are reviewed to ensure that they meet the needs of disabled students, so that they are not at a disadvantage. The academy will provide CPD opportunities to staff, that aim to develop their knowledge and skills when meeting the needs of young people with Special Educational Needs and Disabilities.

Transition at any Key Stage can be a daunting prospect for young people and families alike. So, to support with ensuring a seamless transition between key stages the academy will work alongside all stakeholders to ensure that the young person is confident, happy and feels safe.

We understand and prioritise the need for all young people to have access to a broad and balanced curriculum that also includes learning that is outside the classroom. With this in mind, we will work in partnership with all stakeholders to ensure that reasonable adjustments are made, where possible, to ensure all young people young people have access these.

## 10. Information for Students and Parents

Parents and carers are involved in regular reviews to evaluate the impact of the provision and support that the academy provides. Parents and carers can request a copy of the Accessibility Plan from the academy.



## Armthorpe Academy Accessibility Plan

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Date of review</b>
Ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire Marshals, Medical Welfare Officers and the SEND team to receive updated training on how to evacuate all persons, including disabled people safely using the EVAC chairs located in the four main stairwells. Fire drills to ensure speedy evacuations and identify any issues.	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately. All persons with disabilities able to access and evacuate areas of the buildings. To ensure there are enough EVAC chairs available to meet the needs of the students.	Ongoing	SENCO Site manager Business Support Officer	July 2024
To ensure the accessibility of all disabled persons around the building.	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all students with disabilities including sensory needs.	Students with disabilities to be able to move around the academy safely. Improved access to learning environments for all students.	Ongoing	SENCO Site manager Heads of Department	July 2024
To review annually all areas of the academy in order to ensure there are no physical barriers to access for current and prospective students with disabilities.	Make any necessary low-key adjustments as children with disabilities progress through the academy to maximize physical access. E.g. Adjustable tables to accommodate wheelchairs.	Students able to participate in activities throughout the academy regardless of the room/area they are assigned.	Annually	SENCO Site manager	June 2024 (release of new timetables)

<p>Increase confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of students with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range of SEND, ensuring their needs are met (E.g. Dyslexia/ASD/ Physical disabilities) CPD on assessment, target setting and planning for differentiated/scaffolded curriculum. Support and coaching in planning and delivering lessons to students with SEND.</p>	<p>All teachers can fully meet the requirements of disabled student's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks and Pupil book studies. SEND students' needs are met and they are making at least expected progress in all subject areas in line with non-SEND peers.</p>	<p>Ongoing</p>	<p>SENCO Deputy SENCO</p>	<p>July 2024</p>
<p>Academy plans to take into account the needs of students and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.</p>	<p>Furniture and equipment selected, adjusted and located appropriately. Key staff to have access to the appropriate hygiene rooms.</p>	<p>Students and visitors to have safe access to the building as well as appropriate</p>	<p>Ongoing</p>	<p>SENCO Site Manager</p>	<p>July 2024</p>



<p>To ensure progress of SEND students is evidenced in a variety of ways and using assistive technology when appropriate. Ensure classroom support staff have specific training on disability issues.</p>	<p>Staff training on setting/marking classwork using student laptops where appropriate. Opportunities to work with outside agencies on how best to support children in their care (prosthetics team, moving and handling team etc) as appropriate for individual students</p>	<p>Regular assessments in the form of Mastery Tasks in place to monitor the progress students are making and use to identify appropriate intervention and support. Support staff can meet the needs of students in their care. A range of support staff will have specialist skills through training received.</p>	<p>Termly</p>	<p>SENCO Deputy SENCO</p>	<p>July 2024</p>
<p>All educational visits to be accessible to all.</p>	<p>Sharing guidance for staff on making trips accessible. Share care plans with staff for individual students. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.</p>	<p>Trips will be accessible to all students and all staff will be competent in supporting children with additional needs and disabilities. All students able to take part in a range of activities.</p>	<p>Termly</p>	<p>SENCO Deputy SENCo Personal Development Lead</p>	<p>July 2024</p>

<p>To ensure PE is accessible to all as well as extracurricular activities.</p>	<p>Full inclusion to participate in sporting activities. Staff to be aware of student's limitations and care plans to be shared with staff.</p>	<p>All students will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Students with a disability to have the opportunity to participate in sporting activities alongside non-SEND peers.</p>	<p>Termly</p>	<p>SENCO Deputy SENCo Head of PE PE staff</p>	<p>July 2024</p>
<p>Train identified personnel to administer medication</p>	<p>Academy to cooperate with parents and carers in the administration of medication to those children whose education would be disrupted if it was not available in the academy. If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.</p>	<p>Children in need of medication able to access whole curriculum. Clear agreed procedure for administering medication.</p>	<p>Ongoing/as required</p>	<p>Medical Welfare Officer</p>	<p>Ongoing/as required</p>

Review information to parents/carers and students to ensure it is accessible.	Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille. Academy office will support and help parents to access information and complete academy forms. To use social media platforms to communicate more effectively.	All parents will be able to access information and will be kept informed of relevant news.	Ongoing	SENCO Deputy SENCO Office Manager Admin staff	July 2024
For information to be accessible for students with SEND needs.	Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for students with dyslexia). For information to be scaffolded/chunked appropriately for students with learning needs or speech and language needs.	Students with dyslexia and visual impairments to be able to access information delivered in class. Students with language difficulties	Ongoing	SENCO Deputy SENCO Class teachers	July 2024
Students needs are met when undertaking examinations through thorough access arrangements and relevant applications made to the JCQ	Use qualified assessors to test students and provide information on access arrangements they require.  Ensure the SENDCo and Exams Officer arrange testing in good time and puts into place any requirements.	To ensure that student needs are met through 'access arrangements' in planning exams.	Annually	SENCO Exams Officer	July 2024/ as required

