



ACCESSIBILITY PLAN

The Thomas Alleyne Academy

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DATE ADOPTED:	September 2023
NEXT REVIEW DATE:	September 2027 (every 3 years)

1. AIMS OF THIS POLICY

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- **Increase the extent to which students with disabilities can participate in the curriculum**
- **Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided**
- **Improve the availability of accessible information to students with disabilities**

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Thomas Alleyne Academy recognises and affirms the right of everybody to live, learn and work in a safe environment. We are committed to the development of strategies and procedures to enable students with disabilities to access the curriculum at our academy.

The plan will be made available online on the school website, and paper copies are available upon request.

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 including:

- *Child and Adolescent Mental Health Service*
- *Attendance (in-house and Local Authority)*
- *Specialist Learning Teams e.g. Autism Team*
- *Virtual School (Local Authority)*
- *Educational Support Centre*
- *Educational psychologist*
- *Other medical professionals*

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 schools 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'. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-students with disabilities. 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.

3. ACTION PLAN

The action plan on pages 3-7 sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>The SENDCO rationalises the use of Teaching Assistants within departments to support inclusion.</p> <p>Exam access arrangements are in place to support students</p> <p>Our school offers a broad curriculum for all students. Staff adapt lessons to enable access.</p> <p>Curriculum resources include examples of people with disabilities and positive role-models are provided through assemblies, guest speakers and discussion material.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all students.</p>	<p>Maximise coverage of TAs within lessons</p> <p>Ensure access to public examinations</p> <p>Enable access to a broad curriculum through lesson adaption.</p> <p>Monitor progress of all students to ensure appropriate support and intervention.</p>	<p>Review teaching assistant support timetable on a termly basis.</p> <p>SLT and HOD will ensure curriculum resources provide positive examples for all students.</p> <p>Continue to track and monitor progress of students with additional needs.</p> <p>Teachers are provided with training to facilitate effective teaching of mixed ability groups</p>	<p>SENDCO</p> <p>Exams officer</p> <p>Curriculum leaders</p> <p>Data team, pastoral team</p> <p>AH T&L</p>	<p>Ongoing</p>	<p>More students supported by TA staff</p> <p>All students able to access public examinations</p> <p>All students able to access broad curriculum offer.</p> <p>Effective intervention in place to support progress of students with additional needs.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>Adjustments have been made where possible to ensure that the environment is adapted to the needs of students, staff and parents. This includes:</p> <ul style="list-style-type: none"> • Ramps and railings • Contrasting strips to highlight trip hazards • Keeping corridors and exits clear of obstructions • Disabled parking bay • Three disabled toilets <p>When students with disabilities join the school, the SENDCO and SEND Team are responsible for the following:</p> <ul style="list-style-type: none"> • Students with ASC are able to access Learning Support Unit quiet area • Teachers and pastoral staff are aware of the information on the additional needs register and understand how to support the student • Outside agencies complete 'Risk Assessments' to ensure the school site is 	<p><u>Short term objectives:</u></p> <p>Repair and maintain existing fixtures, floor markings.</p> <p>Ensure that staff are aware of the measures that can be employed for students</p> <p>Ensure that information on students' additional needs register and specialist reports are shared with relevant teachers.</p> <p>Ensure that a risk assessment is carried out as soon as possible for staff and students with a disability or medical condition.</p> <p><u>Medium term objectives</u></p> <p>To ensure an annual accessibility audit is undertaken and reported to the governing body in Summer term. This audit is part of the annual H&S site inspection.</p>	<p>The site manager will regularly monitor the physical accessibility of the site and undertake repairs and improvements where necessary.</p> <p>Health and Safety issues are identified and addressed on a continuous basis by a range of people within school – including the Group H&S Manager, support staff, teachers, the Site Manager and Estates Team.</p> <p>SLT will consider how to improve physical access during their half-termly site walk.</p> <p>The site manager will consider accessibility as part of regular H&S audits</p> <p>Headteacher will ensure that students with disabilities access needs are considered as part of the planning process for any major works.</p>	<p>Site Manager & SLT (physical checks)</p> <p>SENDCO (information sharing)</p> <p>Line manager (staff risks)</p> <p>Head teacher (major works)</p>	<p>On going</p>	<p>That the site adjustments are maintained and fit for purpose.</p> <p>That areas identified for ASC students is being used by them</p> <p>Risk assessments in place for staff and students with medical conditions where appropriate.</p> <p>That new buildings and major works to areas of the school are planned in order to improve access to the physical environment.</p>

	<p>accessible for students with various physical disabilities, e.g. visually impaired.</p> <ul style="list-style-type: none"> • Work with other professional agencies (e.g. Occupational therapists, Speech and language services) to support the work of the school to integrate specific students within main steam classes • Contact the Site manager and SLT to highlight any reasonable adjustments which need to be made to the physical environment <p>When a member of staff with disabilities joins the school their line manager will carry out an initial risk assessment and involve the Group Health and Safety Manager for a full risk assessment.</p>	<p><u>Long term objectives:</u></p> <p>To consider when undertaking major works to the school site the impact on students with disabilities and ways to improve and maintain access to the physical environment as part of these works.</p>				
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to students with a disability</p>	<p>Use resources tailored to the needs of students who require support to access the curriculum, such as:</p> <ul style="list-style-type: none"> • “Dragon” naturally Speaking software which types the spoken work • Screens with enlarged font • Magnifying overlays for computer screens and paper • Induction hearing loop • Large print resources <p>SENDCO and SEND team inform staff of specific student difficulties and give them strategies to address them.</p> <p>Teachers are asked to take responsibility for understanding the needs of students with a disability and to use their data packs to file information they can easily refer to.</p> <p>Students have access to homework and classroom resources via several online platforms. Students who may struggled to access this are offered alternative means of</p>	<p><u>Short Term</u></p> <p>Classroom resources and homework tasks available online</p> <p>Ensure teachers are regularly using communication strategies recommended by SEND team.</p> <p><u>Medium Term</u></p> <p>Make information available to parents who have difficulty with standard forms of printed information.</p> <p>Wider sharing of communication strategies led by SEND team.</p> <p>Check that the school website is as accessible as possible, and share with staff how to create accessible online links and documents.</p> <p><u>Long Term</u></p> <p>Building good relationships with the families of PP and CLA</p>	<p>Deputy Head regularly check that all teachers make classroom resources and home learning available online</p> <p>AH of Outcomes will ensure that parents / carers are aware that they can request information in a range of formats if requires, prior to each parents evening and whole school events</p> <p>AH of Teaching and Learning will reinforce teachers’ responsibility to use recommended strategies for some students; and to discuss this with HOD for focus as part of lesson observations where relevant.</p> <p>AH of Teaching and Learning will plan a SGP programme</p> <p>AH of PDBW to coordinate pastoral department focus on disadvantaged and students with disabilities</p>	<p>SENDCO (tailored resources)</p> <p>AH T&L (teacher engagement)</p> <p>Deputy Head (home learning)</p> <p>AH PDBW (wider participation)</p>	<p>On going</p>	<p>Parents request information in different formats</p> <p>Teachers demonstrate in lesson observations their understanding of student difficulties</p> <p>Understand participation amongst PP and CLA and students with disabilities from data collected, and use this information to plan wider participation longer-term,</p>

	<p>completing their work or devices on which to access this work.</p> <p>As part of a wider initiative to support families of PP and CLA students, the pastoral team prioritise communication home for these students. These families are contacted first to encourage them to participate in extra-curricular activities. This will be extended to parents and carers of students with disabilities.</p>	<p>students to increase participation in extracurricular activities.</p> <p>Track information about participation of disadvantaged and students with disabilities in special curricular events and extracurricular activities.</p>	<p>and plan for tracking student participation in special curricular events and extracurricular activities.</p>			
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MONITORING ARRANGEMENTS

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

It will be approved by the Head teacher and Senior Leadership Team before it is reviewed by the Local Governing body.

LINKS WITH OTHER POLICIES

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

- Health and safety policy
- Special Educational Needs (SEND) policy
- Supporting students with medical conditions policy
- Remote Learning policy

APPENDIX 1: ACCESSIBILITY AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

