



THE
ADEYFIELD ACADEMY

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[The Adeyfield Academy Website](#)

Accessibility Plan

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Signed by..... Dawn Mason (Headteacher)

Signed by..... Kim Bristow (Chair of Governors)

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1. Aims

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 academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided, while ensuring staff with disabilities can provide quality first teaching throughout the academy
- Improve the availability of accessible information to students with disabilities

The Adeyfield Academy is an inclusive academy; we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of access and opportunity in every aspect of the life of all students, parents and staff without discrimination of any kind.

We recognise that it is the responsibility of every member of our academy community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our academy accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff. Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all students for life in a culturally diverse society.

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

The academy supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the academy and trust.

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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	■ The academy has high expectations for all students ■ Our academy offers a differentiated curriculum for all students ■ We use resources tailored to the needs of students who require support to access the curriculum ■ Curriculum resources include examples of people with disabilities ■ Curriculum progress is tracked for all students, including those with a disability ■ Targets are set effectively and are appropriate for students with additional needs ■ Staffing allows for smaller classes where appropriate to the sets ■ All staff familiar with needs of all students and appropriate provision needs ■ TA's are deployed across year groups to provide consistency to the students they are supporting	■ Annual review of curriculum to ensure full accessibility ■ Introduction of specialist courses for targeted students (where appropriate) ■ Continue to invest in latest ITC and technology ■ Invest in further training to HTLA level	SLT SLT Trust IT SENCo	Yearly Review requirements of Year 7 on entry Ongoing December 2023	■ Removal of barriers to learning and participation ■ Fewer disaffected and under-achieving students ■ Latest technology used within the classroom to ensure those with a disability can access the curriculum ■ Course completion

AIM	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of students and staff as required. This includes: ■ Ramps ■ Elevators ■ Corridor width ■ Disabled parking bays ■ Disabled toilets and changing facilities ■ Handrails installed in key areas around academy with steps ■ Stair nosings painted on all internal stairs ■ Led lighting in all classrooms ■ New building is fully wheelchair accessible with lift, disabled refuge points and disabled toilets on both floors	■ if a student or member of staff joins the academy who use a wheelchair, library shelves will be adjusted to an accessible height ■ if repaint stair nosings as needed ■ replacement of signs takes into account of appropriate colour contract, font size and style ■ If a student or member of staff experiences a temporary disability, or change to their physical status, a return to academy or work meeting Will review the extent of any impairment to ensure a peer is put in place if the individual's timetable cannot be reviewed to utilise the most accessible classrooms	LRC Lead Site Team Marketing HOY or HR	As needed Minimum annual repaint Ongoing Ongoing	■ Disabled students able to access all books in the library ■ Stair nosings remain clear at all times ■ All new signage is clear and access routes are understood ■ All staff and students in the building can attend but also be evacuated from all of their lessons

AIM	CURRENT GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	Our academy uses a range of communication methods to make sure information is accessible. This includes: ■ Internal signage ■ Large print resources ■ Resources in alternative colour schemes ■ Pictorial or symbolic representations ■ Use of technology to deliver content visually or for completion digitally ■ Exam papers are provided in appropriate format per agreed access arrangements	In the event of a student joining the academy with a relevant disability ■ Braille ■ Induction loops	SENCo	As needed	Disabled students remainable access curriculum effectively

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the School Business Manager and Principal. It will be approved by the Senior Leadership Team and Chair of Governors.

5. Links With Other Policies

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

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting Students with Medical Conditions Policy