



Accessibility Plan 2022-24

Approved by Headteacher and AGC

Date of review: September 2022

Date of next review: September 2024

Contents

| | |
|------------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 3 |
| 3. Links with other policies | 3 |
| 4. Action plan..... | 4 |

1. Aims

Learning and Progress for all, regardless of need and supporting everyone.

At Aspire Academy our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

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. 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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

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.

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.

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

2. Legislation and guidance

This plan has been created to meet 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 Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

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

- Attendance and punctuality policy
- Admissions policy
- Anti-bullying policy
- B&NES local offer
- Child-protection and safeguarding children policy
- Equality objectives
- Special educational needs and disabilities (SEND) offer
- Futura inclusion policy

4. Action Plan

Access to the physical environment

| Action | Strategy | Timescale | Responsibility | Success criteria |
|---|--|----------------------------|--|---|
| For any new building work - plan for access requirements | All contractors to work to meet BANES Council Environment Access Standards | On going | Premises Manager / Contractor | All works supported by school surveyor and in-line with regulations in the Equality Act 2010. |
| Investigate quality and appropriateness of disabled facilities | Continued liaison with outside agencies to ensure disabled facilities fit current needs of the Studio School. | On going | Premises Manager / Inclusion Lead | On-going use of facilities, any reasonable adjustments considered and implemented. |
| School is aware of the access needs of parents/carers including EAL | All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. | Sept 2022 for new starters | HR / Inclusion Lead | On-going dialogue between parents and carers Appropriate support in place. |
| | Audit accessibility for parents / carers for day to day routines and for one-off events. | On-going | Operations Manager / Office Staff / Event Co-ordinator | |
| To make the school more accessible for the hearing impaired | Hearing impaired parents will always be escorted through coded doors. | On-going | Staff | Hearing Impaired are able to attend meetings in any area of the school as necessary. |
| To make the school more accessible for the visually impaired | Review signs with symbols, review size of type on visuals in reception area through H&S audits | On-going | Premises Manager / Site Team / Reprographics | On-going dialogue between parents and carers. Appropriate adjustments made as found. |
| To make the school more accessible for EAL parents. | Review signs with symbols, welcome sign in different languages and formats. | On-going | Inclusion Lead | On-going dialogue with parents and carers. Signs in place. |

Access to the curriculum

| Action | Strategy | Timescale | Responsibility | Success Criteria |
|--|--|-----------|--|---|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | ongoing | Headteacher/SLT | Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place. |
| School visits accessible to all students. | <p>Audit of visits in terms of accessibility.</p> <p>Staff to check with senior leaders as part of the trip checklist.</p> <p>Individual Risk Assessments completed as required.</p> | On-going | <p>Trips Coordinator / Trip Lead Teacher / SLT</p> <p>Trips Coordinator / Trip Lead Teacher / Inclusion Lead / Tutor</p> | <p>All risk assessments completed.</p> <p>Reasonable adjustments made to ensure access to visits.</p> <p>Parents involved in individual risk assessments.</p> |
| Ensure PE activities are accessible by all, include activities that do not need physical strength. | Liaise with outside agencies for any students requiring adaptations. | Ongoing | Sports Company (Team Bath & BANES Leisure / Premises / SLT | <p>PE curriculum adapted to meet needs of all children.</p> <p>Appropriate individualised resources available.</p> |
| Review SEND list three times a year to ensure needs are covered. | Audit SEND list, view strategies that are in place and revise as appropriate. | On-going | Centre leads / SLT | All SEND children make progress. |

Access to information

| Action | Strategy | Timescale | Responsibility | Success Criteria |
|---|---|-----------|-------------------------------|---|
| Develop use of visuals around school. | Ensure students use a visual timetable where required | ongoing | Staff/site staff/admin staff | Visuals used by all stakeholders |
| Improve accessibility of information in reception area. | Review signs with symbols, welcome sign in different languages and formats. | ongoing | Staff/site staff/admins staff | Signs in place and assessed for suitability |