



Inspiring All to Excellence



Violet Way Academy

Accessibility Plan

Document Control

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Policy Owner	Rebecca Harris
Policy Approver	LGB - Health and Safety

Version Control

Version	Date	Amended by	Comments
2	22/7/24	RHarris	Relevant actions updated Dates and Headteacher

Section	Changes Made

Legislation:

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Definition of disability under the Equality Act 2010:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Vision statement:

Every child who joins our Trust community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability including pupils with multiple or individual learning consideration. Our Trust is an inclusive organisation, which aims to: set challenging targets for all pupils and staff, to place children's rights at the heart of all we undertake and ensure that staff and resources are maximised effectively in order to secure the best possible outcomes for every child. The Trust strives to ensure that all pupils are treated with respect, integrity, and humility. This includes providing access and opportunities for all pupils.

Purpose:

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010: -

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Aims:

The aim of the plan is to:

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

Access to the plan:

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

The Trust has published its accessibility plan with a vision statement that says the school is committed to providing an environment that:

- Enables full curriculum access and values
- Includes all pupils, staff, parents, and visitors

Each aim will encompass:

- Current good practice
- Objectives
- Actions to be taken
- Person responsible
- Date to complete actions by
- Success criteria

Our schools within the Trust are 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 that is school specific, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including SENDCOs, parents and leaders across the Trust and within individual schools.

Stakeholders:

The governing body recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This policy complies with the Trust funding agreement and articles of association.

Accessibility Plan

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;

Aspect/Action	Success Criteria	Lead Person/s	Timescale	Monitoring	
Increasing the extent to which disabled pupils can participate in the curriculum	Develop support for pupils with a Special Educational Need / Disability	*Additional resources purchased where required *Teachers/Learners utilising Computing resources to support curriculum access. *Increase awareness of wellbeing resources (IT) available to support mental health (HOPE Project, ELSA and Trust Wellbeing Lead)	Inclusion Leader and SENDCO Forum members Trust Wellbeing Lead Headteacher HOPE and ELSA trained staff	Spring 2025	*Resources purchased and implemented within planning as needed *HOPE and ELSA support monitoring – EDUKEY (SENDCO) *Planning scrutiny including EHCPs (Education Health and Care Plan) *Parent/Pupil Wellbeing survey
	Monitoring differentiation, including support and challenge for learners with SEND.	*Share with Gvnrs the Edukey provision. *Planning identifies appropriate challenge and support for SEND learners. *Resources are utilised to support learners effectively. *SEN/Disabled learners make sustained progress.	Headteacher External Support E.g., Autism Outreach Team. Education Psychologist, Occupational Therapy, Community Paediatrics. SENDCO Leaders support using / sharing best practice through the SENDCO Forum.	Regular monitoring that is ongoing from Autumn 2025	*Book reviews *Lesson visits *Learning walks *Parent Surveys *Pupil Voice
	All out-of-school activities are planned to ensure the participation of the whole range of pupils, including accessing advice and support.	*Seperate Risk assessments for vulnerables	SENDCO Evolve Leader Parents/ Carers where appropriate	Ongoing from Autumn 2024	*Evolve planning *Risk Assessments *Parent Surveys

		All learners are supported to access out-of-school activities fully on an individual basis. *Risk Assessments are in place to enable all learners to participate in all aspects of activities- transport/ access to environments and facilities			*SEND parent meetings
	Support teachers to refine differentiation in PE lessons and to ensure inclusive practise.	Priority to support most vulnerables *Disabled learners participate in all PE lessons and planning enables learners to actively engage in all lessons. *Advice from appropriate outside agencies is utilised and best practice shared.	Headteacher PE Leads from across the Trust (VWA and EHJA PE Leaders) SENDCO Outside Providers	Spring 2024	*Lesson visits * PE Assessment *Learning walks *Planning scrutiny

2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Aspect/Action	Success Criteria	Lead Person/s	Timescale	Monitoring
The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors. Reviewing furniture in classrooms when needed.	*Access through to the main school building enables disabled access/ staff/children and all visiting members. *Learning environments are tidy and clear enabling access for all.	Headteacher and Premises Manager All staff Trust Premises Forum and Health and Safety Lead	Ongoing from Summer 2024	*Environment check- in line with Health and Safety procedures *Learning walks by Link Governors, Site Manager *Health and Safety Reports termly

Improving the physical environment of schools		<p>*Movement through the school is possible for all.</p> <p>*All classrooms to have the same equipment to aid transition.</p> <p>*Exits/Entrance points are clearly signposted.</p> <p>*All health and Safety checks are undertaken on a scheduled basis.</p> <p>* Access for wheelchairs and movement using a wheelchair around the general building whether independently or with assistance will be integral.</p>			
	Disabled toilet built within school structures	*There is an accessible disabled toilet.	Site Manager Inclusion Leader	Summer 2025	*Signage

3. Improving information delivery to pupils with disabilities.

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
	<p>Increase the ease of readability of information provided to parents/others.</p> <p>Provide information on all correspondence signposting website where parents can use tools to read out information.</p>	<p>*All parents/learners are able to access written materials/IT or verbal as required.</p> <p>*Information is available in different formats and, where required, assistance is available for support. This will include interpreters for EAL (English as</p>	Headteacher All staff including Admin staff	Autumn 2024	<p>*Parent consultations</p> <p>* School Website</p> <p>* Communications shared regularly in a range of ways – website, messages, social media, letters</p>

Improving the availability of accessible information to disabled pupils		<p>an Additional Language) through bi-lingual staff, 'Talking Pen' or google translate.</p> <p>*Violet Way Academy Website signposted on all communications.</p> <p>*Communication updates ensure that all stakeholders are updated regularly.</p> <p>*Frequent surveys engage parent/ wider community opinion on communication and what can be made even better.</p>			
	Ensure written material is available in alternative formats when required	<p>*Establish the services that are available through the Trust for converting written information into alternative formats.</p> <p>*Information is available in different formats via the school office.</p>	SENDCO / Headteacher Office Staff	Ongoing	<p>*Outside agency advice</p> <p>*Website</p> <p>*Parent surveys and meetings</p>

<u>Access Audit</u>	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide areas surrounding	Maintain and ensure access at all times	Caretaker Class teachers	Ongoing
Lifts (chair lifts)	Service level agreement in place for maintenance	Ensure pupil equipment does not block corridor	Caretaker Class teachers	Annual maintenance checks
Parking bays	Disabled parking bays marked	Review annually and check daily for clear parking access	Caretaker	Ongoing
Entrances	Front doors, enclosed lobby	None required	Caretaker	N/A

Forest areas	Access to the specific areas needed through side gates and wider gates.	Site supervisor and Forest School Lead will assess suitability for side or front access for disabled equipment	Forest lead Caretaker	Ongoing
Toilets(disabled)	Toilets have regular checks and disabled access and alarms	Ensure service every 6 months	Caretaker	Maintenance records
Reception area	Accessible to wheelchair users	N/A	Caretaker	
Lifts	Accessible to wheelchair users	Maintain and ensure access at all times	Caretaker	Maintenance records
Internal signage	Large signs in place	None required	Caretaker	Ongoing
Emergency escape routes	Fire evacuation plan in place	These will be based on procedures and action points from reviews annually	Caretaker Headteacher	Annual FRA review annually external provider

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 Headteacher.

Links with other policies:

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

- Health and safety policy
- Equality information and objectives
- Special educational needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy