

# Accessibility Plan and Equality Objectives

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<b>Responsible Officer</b>	<b>Deputy CEO</b>

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## Accessibility Plan and Equality Objectives

### 1 Introduction

The following policy is The Ascent Academies' Trust's response to the requirement for schools to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools) and the Trust is committed to ensuring that the principles and actions contained within the policy are enacted in the best interests of all of our students.

**The Equality Act 2010<sup>1</sup>** came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation”**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools/academies must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the Public Sector Equality Duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Trustees are aware that our accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the Board of Trustees, who are free to delegate this to a committee of Trustees, an individual Trustee or the Head of Academy. The Trust delegates the approval of this policy to the Chief Executive Officer (CEO) together with approval of the individual academy's plans.

Additionally, where disabled students are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the student's disabilities and any preferences expressed by them or their parents. Liaison with parents/carers and the students themselves is an important part of the Trust's approach.

### 2 How should an accessibility plan be published?

- The Academy's accessibility plan is a freestanding document.
- It is also available on the Trust's website.

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<sup>1</sup> Equality Act 2010

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### 3 What is included in our accessibility plan?

In addition to the Trust's overarching policy, each of our academies publishes its own accessibility plan. The DFE's statutory advice document<sup>2</sup> (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented.

Our Academy plans reflect their intentions in three areas to:

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

### 4 Definition of Special Educational Needs and Disability (SEND)

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<sup>3</sup> (DfE, 2014 updated 2015) 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.

### 5 Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

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<sup>2</sup> <https://www.gov.uk/government/publications/statutory-policies-for-schools>

<sup>3</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#history>

Within our individual Academy plans:

- For each aspect there are targets and actions
- Success criteria are included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

Our Academies have produced their accessibility plans in line with the Trust's special educational needs policy with the aim of ensuring that our Academies are socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains 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 individual accessibility plans provide an outline of how the Academy will manage this part of the SEND provision.

## 6 Academy Accessibility Plans;

Academy	Page Number	Approved date	Review Date
Barbara Priestman Academy Accessibility Plan	6-7	June 2018	May 2019
Portland Academy Accessibility Plan	8-10	June 2018	May 2019
Ashtrees Academy	11-12	June 2018	May 2019
Hope Wood Academy	13-16	June 2018	May 2019

The Accessibility Plans for each Academy within the Trust are reviewed each term by the named academy and each year by Ascent Academies' Trust.



**Barbara Priestman Academy  
Accessibility Plan**



Action	Timescale	Cost	Responsible	Success Criteria
<p><b>Improve the accessibility and safety in car park</b></p> <ul style="list-style-type: none"> <li>• Improve design for flow of traffic and “drop offs” to minimise pedestrian flow across car park and ease congestion</li> <li>• Reshape and re-allocate disabled parking bays and taxi bays for improved access</li> <li>• Create more parking bays in order to reduce parking outside of bays</li> <li>• Create pathways to better “channel” student flow and reduce risks</li> <li>• Investigate duties to aid smoother access at peak times</li> </ul>	<p>Summer term 2018 to be completed over summer 18 break</p>	<p>TBC (est £70,000)</p>	<p>AH, SJ</p>	<ul style="list-style-type: none"> <li>• Improvements in flow of traffic will lead to marked reduction in congestion at peak times</li> <li>• The risks posed from crossing and moving around car park will be evaluated to be reduced at the next PDBW review</li> <li>• Re-allocation and increased bays will reduce “ad-hoc” parking</li> <li>• Better designed pathways will aid independence and students ability to manage own safety</li> </ul>
<p><b>Ensure that therapeutic spaces are able to meet needs of evolving cohort</b></p> <ul style="list-style-type: none"> <li>• Develop small sensory space that caters for more complex needs and aids regulation and over-stimulation (PE store conversion)</li> <li>• Redevelop Multi-coordination suite to better cater for OT / gross motor therapies and vestibular approaches</li> <li>• Create access to immersive learning environments for all students to access sensory based learning approaches</li> </ul>	<p>Ac year 18-19</p>	<p>TBC (est £12,000) SJ writing grant bid proposal to St. James’s Foundation</p>	<p>SJ with DM</p>	<ul style="list-style-type: none"> <li>• Regulation and engagement of more complex learners is improved</li> <li>• Improved pace of progress in gross motor development</li> <li>• vestibular needs addressed</li> <li>• Higher levels of engagement through more creative learning approaches and immersive experiences</li> </ul>

<p><b>Improve access to more suitable sports facilities</b></p> <ul style="list-style-type: none"> <li>• Re-development of pool area into a facility that better suits needs including better rebound therapy</li> <li>• Refurbish accessible changing facilities</li> <li>• Improve external access to allow wheelchair access in anticipation of community use</li> <li>• Redevelopment of gym area in order to better suit needs and potentially allow community access</li> <li>• Create opportunities in PE curriculum for enhanced access to more suitable swimming / hydro facilities</li> </ul>	<p>Estimated completion by Jan 19</p>	<p>TBC (est £200,000)</p>	<p>AH, SJ</p>	<ul style="list-style-type: none"> <li>• Improved access to rebound therapy leads to better regulation and communication</li> <li>• Ability to broaden PE / Dance curriculum</li> <li>• Higher quality accessible changing facilities fosters sense of “investment” and promotes independence</li> <li>• Access to swimming provision maintained and timetables</li> </ul>
<p><b>Improve classroom environments in order to cater better for complex ASC needs</b></p> <ul style="list-style-type: none"> <li>• Ensure that redecoration contributes to achieving a low stimulus environment</li> <li>• Ensure that classroom facilities support structured learning environment approaches</li> <li>• Remove old signage and replace with more accessible CIP based ones</li> </ul>	<p>Throughout 18-19</p>	<p>Approx. £10,000</p>	<p>SJ</p>	<ul style="list-style-type: none"> <li>• Improved emotional regulation and engagement through higher quality low stimulus environments where appropriate</li> <li>• Better facilities to promote approaches such as TEACCH contributes to higher levels of engagement and progress</li> <li>• Independence improved through better use of visual approaches</li> </ul>
<p><b>Improve specialist teaching areas in order to promote engagement and access</b></p> <ul style="list-style-type: none"> <li>• Redevelopment of FT room including better provision for wheelchair access and a more appropriate “flow”</li> <li>• Widening of classroom 10 and corridor improvements to create better learning environment</li> </ul>	<p>Beginning August 18 with a view to completing by Jan 19</p>	<p>Food Tech £40,000 Room 10 corridor approx. £5,000 DT remodelling £5,000</p>	<p>SJ,AH</p>	<ul style="list-style-type: none"> <li>• Improved engagement, progress and independence in food technology / catering programmes</li> <li>• Extended room 10 space results in better levels of engagement and behaviour for learning</li> <li>• H&amp;S issues in DT are minimised and better access leads to improved</li> </ul>

<ul style="list-style-type: none"> <li>• Remodelling of DT area to create improved access to specialist machines and safer working practices</li> <li>• Enhancements of KS areas to create low stimulus, calm areas</li> <li>• Create easier access around forest school for students with mobility difficulties</li> </ul>		KS areas £2,000		<p>engagement. Re-modelling allows for curriculum developments to cater for changing needs</p> <ul style="list-style-type: none"> <li>• KS areas become calmer low stimulus environments that are valued</li> <li>• Improved pathways and alternative weather resistant routes available for use</li> </ul>
<p><b>Remodelling of internal workspaces</b></p> <ul style="list-style-type: none"> <li>• Improve disabled toilet facilities to ensure that students requiring personal care assistance can receive this with dignity</li> <li>• Relocation of ICT server in order to improve learning environment</li> <li>• Establish meeting area for EHCP reviews to be conducted in a more comfortable and calm environment</li> </ul>	By Sept 18	Toilet facilities TBC (awaiting costings)  ICT est £20,000	SJ,AH	<ul style="list-style-type: none"> <li>• Improved accessible disabled toilet facilities available for use for visitors, staff and students</li> <li>• Relocation of ICT allows conversion of storage space and subsequent improvements in teaching environments</li> <li>• Meeting room allows person centred approaches to be managed more effectively</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Embed the static y7/8 structure and curriculum for more complex needs</li> <li>• Develop enrichment opportunities so that all students can access opportunities to lead their own learning</li> </ul>	18-19	Within proposed staffing structure	SJ, JS, GT	<ul style="list-style-type: none"> <li>• Improved transition from Y6 reflected in PI / Behaviour watch records</li> <li>• Enhanced provision for more complex needs reflected in accelerated progress and lower PI levels</li> <li>• Higher levels of curriculum engagement through learner led programs reflected in pupil voice feedback</li> </ul>
<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Improve range of specialist software (e.g. Widget online, clicker6)</li> </ul>	Throughout 18-19 (and 3 year ICT plan)	Est £4,000 for software investments	SJ, NB	<ul style="list-style-type: none"> <li>• Clicker6 use will enhance writing data as students are able to “write”</li> </ul>

<ul style="list-style-type: none"><li>• Improve interactive teaching facilities</li></ul>		Improvement in interactive technology within the estimated £65k 3-year ICT refresh		more independently with reduced barriers <ul style="list-style-type: none"><li>• Interactive technology promotes visual approaches and better behaviour for learning / engagement</li></ul>
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Accessibility Plan

Action	Timescale	Cost	Responsible	Success Criteria
<p>To establish individual inclusion plans for students in SED, to;</p> <ul style="list-style-type: none"> <li>• ensure that equality of access is consistent across the school in the following areas;               <ul style="list-style-type: none"> <li>○ accessibility within the curriculum</li> <li>○ accessibility on site</li> <li>○ accessibility on trips including residential experiences</li> </ul> </li> </ul> <p>attending the academy</p>	Easter 2019	None	ES	All students at Portland Academy will have appropriate and consistent access to Portland Academy that meets the needs of each individual.
<p>To ensure that displays and pictures around the academy are inclusive of all disabilities and cultures and are not stereotypical, thus providing;</p> <ul style="list-style-type: none"> <li>• a sense of belonging for all</li> <li>• a celebration of achievement and success for all</li> </ul> <p>a sharing of social, moral and cultural values for all</p>	September 2018	£1000	KH	All students will have an ongoing sense of belonging at Portland Academy where all feel valued and are able to express themselves through their work which is celebrated and where success is acknowledged.
<p>To update the pool plant to ensure that it continues to be fit for purpose, providing;</p> <ul style="list-style-type: none"> <li>• swimming lessons for students attending the academy</li> <li>• swimming lessons for children beyond the school day for Portland Academy students and the community</li> </ul> <p>therapeutic, including hydrotherapy sessions for identified individuals across Ascent Academies' Trust</p>	Dec 2019	£50,000	ML	All students at Portland will access the swimming pool for lessons and therapeutic sessions as part of the curriculum and individual EHC Plans. Students at Portland Academy and the community will access the pool at the end of the school day in after school clubs and swimming lessons. Students with identified needs (EHC Plans) across the trust will access the pool for

				therapeutic sessions, such as hydrotherapy.
To upgrade current lighting to ensure that; it meets the specific needs of ASD students	Dec 2018	£100/fitting Grant	SC/ML	Lighting fitted and is meeting the needs of students with ASD
To replace the current flooring across school and re decorate to provide;  <ul style="list-style-type: none"> <li>• more accessible classrooms</li> <li>• calming environments</li> <li>• Promoting wellbeing through self-worth and sense of belonging (SMSC)</li> <li>• providing students and staff ownership of their own spaces (SMSC)</li> </ul>	Dec 2018	£24,000	ML/GJ/SC	All students and staff will benefit from having their classrooms refurbished (floors and redecorating) creating a positive environment for learning, further embedding a sense of belonging and supporting wellbeing for all (SMSC).
To review, assess and alter the accessibility plan through;  <ul style="list-style-type: none"> <li>• consultation with relevant parties, accordingly</li> <li>• collate any information gathered from school visitors, parents, staff, students</li> </ul> review and modify as required	Termly	None	SLT	Continuous development of the plan.
To purchase and fit door ramps on all sensory classrooms.	September 2018	£300	KH/GJ	Students are able to exit building safely during any evacuation situations.
To establish an age appropriate fully accessible 16-19 outside space.	December 2018	£10,000	SC/KH	Students will benefit from a space that is specifically for 16-19 provision.
To establish a 16-19 separate student entrance allowing them to have greater independence and an infinity with a 6 <sup>th</sup> form environment.	December 2018	£1500	SC/KH/GJ	Students able to access the 16-19 provision independently of the main body of the school, creating greater opportunities for independence.



Accessibility Plan

Action	Timescale	Cost	Responsible	Success Criteria
<p>To further develop/improve the building to increase accessibility by;</p> <ul style="list-style-type: none"> <li>• Create an outdoor classroom to allow all pupils to experience learning outside, with wheelchair friendly path to the entrance</li> <li>• Develop and refurbish remaining changing areas on Bowes</li> <li>• Replace flooring in 3 classrooms</li> <li>• Secure funding loan to replace heating controls to enable full on site control of heating</li> <li>• Secure funding bid to replace major parts of the Bowes Rd roof</li> </ul>	<p>Summer 2018</p> <p>Summer 2019</p> <p>Summer 2018</p> <p>Summer 2018</p> <p>Summer 2018</p>	<p>£10,000</p> <p>£8,000</p> <p>£4,500</p> <p>£10,000</p> <p>£250,000</p>	<p>KM</p> <p>WC</p> <p>CB/WC</p> <p>CB/WC</p> <p>AH/ML</p>	<p>A designated outdoor learning space available to all pupils</p> <p>To create clean dignified facilities to promote independence and high quality self-care.</p> <p>Reduce likelihood of slips and falls, ensure a safe and healthy environment.</p> <p>Enable safe control of heating.</p> <p>All worn parts of the rook on Bowes Road to be replaced.</p>
<p>To support the learning needs of the students we will;</p> <ul style="list-style-type: none"> <li>• Support sensory issues, through the employment of an OT to provide necessary programmes</li> <li>• Fully embed SCERTS into the ASC classes to develop key skills</li> <li>• Employ a part time SaLT to work 2 days a week and train a TA as a speech and language assistant</li> </ul>	<p>Autumn 2018</p> <p>Spring 2019</p>	<p>£24,000</p> <p>£2,000</p>	<p>WC</p> <p>AN/GM</p>	<p>Sensory programmes in place to allow access to learning (with two days' worth of OT time in the academy)</p> <p>To create a comprehensive learning environment and curriculum for pupils with autism.</p> <p>Additional support given outside of NHS allocation to those with communication difficulties.</p>
<p>To support the physical needs of the students we will;</p> <ul style="list-style-type: none"> <li>• Train additional staff members in manual handling</li> <li>• Secure MOVE accreditation</li> </ul>	<p>Autumn 2019</p> <p>Summer 2019</p>	<p>£1,300</p> <p>£1,500</p>	<p>GM</p> <p>AP</p>	<p>Students supported with the physical needs.</p>

<ul style="list-style-type: none"> <li>Train further staff members to help support medical needs within the classroom</li> </ul>	Spring 2019	£1,500	GM	High quality provision for students physical needs. Students supported with the medical needs.
<p>To ensure the school is accessible through consultation by;</p> <ul style="list-style-type: none"> <li>Introduction of the FaceBook page</li> <li>Continued use of parental and student questionnaires – paper based and online</li> <li>Distributing survey at end of each year</li> <li>Consulting with other stakeholders including parents, students and staff to ensure that we provide the best possible service to any disabled parties</li> </ul>	Autumn 2018 Annual  Annual Termly	--- £400 £100 ---	KM KM WC WC	Share information with families through FaceBook Parents and students to complete questionnaires and share their opinions. Info to be published. Areas identified by users for development / improvement.
<p>To review, assess and alter the accessibility plan through;</p> <ul style="list-style-type: none"> <li>Consultation with relevant parties, accordingly</li> <li>Collate any information gathered from school visitors, parents, staff, students</li> <li>Review and modify as required</li> </ul>	Termly	---	WC	Continuous development of the plan.



## Hope Wood Academy

### Accessibility Plan

Action	Timescale	Cost	Responsibility	Success Criteria
<p>To further develop / improve the Hope Wood Academy site including buildings to increase accessibility by;</p> <ul style="list-style-type: none"> <li>to renovate Primary and Secondary yard to provide more opportunities for pupils to engage in physical activity</li> <li>to renovate Indoor courtyard area to provide a space for multi-sensory experiences</li> <li>to refurbish the student toilets across the school to provide appropriate flowing and facilities</li> </ul> <p>renovating unused space within the building to be used as classroom space</p>	Autumn 2018	£40,000	AP/BB/AH	All pupils have increased access to physical development opportunities at break and lunchtimes.
	Autumn 2018	£30,000	AP/BB/AH	All pupils accessing the indoor courtyard area have opportunity for a multi-sensory
	Summer 2018	£15,000	AP/BB/AH	Safe and accessible environment for all students.
	Summer 2018	£25,000	AP/BB/AH	Maximising use of building to create an extra class group
<p>To support the learning needs of the students by;</p> <ul style="list-style-type: none"> <li>supporting additional communication needs through the employment and allocation of a communication assistant</li> <li>supporting the behavioural needs of all students through additional staffing, a</li> </ul>	Autumn 2017	£15,000	AP	Allocated time for development of communication needs for identified pupils
	Spring 2017	£18000	AP	Behavioural support in place to allow access to learning.

<p>positive behaviour support team and Trust supervision</p> <ul style="list-style-type: none"> <li>developing skills for the hearing impaired and visually impaired through support from the associated services and additional staff training.</li> </ul> <p>develop provision for in house dyslexia and dyspraxia screening</p>	<p>Autumn 2018</p> <p>Summer 2018</p>	<p>£18000</p> <p>£1000</p>	<p>AP</p> <p>AP</p>	<p>Additional external support in place to allow access to learning, with additional from own staffing.</p> <p>Pupils identified for screening and associated support.</p>
<p>To support the physical needs of the students by;</p> <ul style="list-style-type: none"> <li>training additional staff members in manual handling</li> <li>training additional staff members in each department to help support medical needs within the classroom</li> <li>timetable in use of a hydro pool for identified groups of students</li> <li>supporting physical movement programmes with a trained physiotherapist to timetable rebound therapy for all identified groups of pupils</li> </ul>	<p>Autumn 2017</p> <p>Spring 2018</p> <p>Autumn 2017</p> <p>Autumn 2017</p>	<p>£1,000</p> <p>£1,500</p> <p>£5,000</p> <p>£5,000</p>	<p>AP/SC</p> <p>AP/AM</p> <p>AP</p> <p>AP</p>	<p>Students supported with the physical needs.</p> <p>Students supported with the medical needs.</p> <p>Identified students (EHC Plans) are time tabled to use the hydro pool.</p> <p>Physio programmes are created and accessed by students.</p> <p>Identified students access weekly rebound therapy.</p>
<p>To ensure the school is accessible through consultation by;</p> <ul style="list-style-type: none"> <li>continue use of parental and student questionnaires</li> <li>consult with other interested parties and users of the school to ensure that we provide the best possible service to any disabled parties</li> <li>providing a calendar of events throughout the year for families to attend,</li> </ul>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>£400</p> <p>£500</p> <p>£1000</p>	<p>CB</p> <p>CB</p> <p>CB</p>	<p>Parents and students to complete questionnaires.</p> <p>Positive links between the LA and Hope Wood Academy and other parties are developed and sustained.</p> <p>Parents report they feel able to support their son/daughter with their learning.</p>

<p>including shared learning activities and parental engagement sessions</p> <ul style="list-style-type: none"> <li>• reviewing website content and identifying a member of staff to regularly update the website</li> </ul>	Weekly ongoing	£1000	AP/PH	Website is updated on a weekly basis
<p>To review, assess and alter the accessibility plan through;</p> <ul style="list-style-type: none"> <li>• consultation with relevant parties, accordingly</li> <li>• collate any information gathered from school visitors, parents, staff, students</li> <li>• review and modify as required</li> </ul>	Termly	None	SLT	Continuous development of the plan.