

**Reach Academy**

**Accessibility Plan**

30th June 2023

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Summary** | Accessibility Plan | | | | |
| **2** | **Responsible person** | Head of School | | | | |
| **3** | **Accountable ELT member** | Head of School | | | | |
| **4** | **Applies to** | All staff and all visitors | | | | |
| **5** | **Trustees and/or individuals who have overseen development of this policy** | NA | | | | |
| **6** | **Headteachers/Service Heads who were consulted and have given approval (if applicable)** | Exec Leadership Team | | | | |
| **7** | **Equality impact analysis completed** | **Policy**  **Screened** | **Y/N** | **Template completed** | | **Y/N** |
| **8** | **Ratifying committee(s) and date of final approval** | June 2023 | | | | |
| **9** | **Version** | 2.0 | | | | |
| **10** | **Available on** | **Every** | **Y/N** | **Trust Website**  **Academy Website**  **Staff Portal** | **Y/N**  **Y/N**  **Y/N** | |
| **11** | **Related documents**  **(if applicable)** | Risk assessment policy;  Health and safety policy;  Equality information and objectives (public sector equality duty) statement for publication;  Special educational needs (SEN) information report;  Supporting pupils with medical conditions policy. | | | | |
| **12** | **Disseminated to** | \*All directly employed Ethos Academy Trust staff | | | | |
| **13** | **Date of implementation (when shared)** | June 2023 | | | | |
| **14** | **Date of next formal review** | 30th June 2026 | | | | |
| **15** | **Consulted with Recognised Trade Unions** | NA | | | | |
| **16** | **Adopted by Ethos Academy Trust following consultation** | NA | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Version** | **Action** | **Summary of changes** |
| Feb 2021 | \*2.0 | Policy re-write | Re-write of original documentation |
| June 2023 | \*2.1 | Updated action plan |  |

**Contents**

|  |  |  |
| --- | --- | --- |
| **Section** | **Description** | **Page** |
| 1. | Aims | 3 |
| 2. | Legislation and guidance | 3 |
| 3. | Monitoring arrangements | 4 |
| 4. | Links with other policies | 4 |

**Appendices**

|  |  |  |
| --- | --- | --- |
| **Appendix** | **Description** | **Page** |
| 2A. | Action plan: Reach Academy | 5 |
| 2B | Accessibility audit: Reach Academy | 8 |

# **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 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.

Ethos Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

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

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan, including advice from the local SEND Assessment and Commissioning Team and Human Resources. It should be used in conjunction with the Equalities Policy, Special Educational Needs Policy and the School Development Plan.

Our Trust’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.

We have included a range of stakeholders in the development of this accessibility plan, including pupil and parental voice, Trustees and the staff team.

# **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

This policy complies with our funding agreement and articles of association.

# **4. 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 Executive Leadership Team.

# **5. Links with other policies**

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

* Risk assessment policy;
* Health and safety policy;
* Equality information and objectives (public sector equality duty) statement for publication;
* Special educational needs (SEN) information report;
* Supporting pupils with medical conditions policy.

**Current good practice**

Reach Academy offers a differentiated curriculum for children of all abilities and uses differentiated resources to ensure certain pupils are able to access the curriculum fully

Individual pupil outcomes (as identified on MSPs and EHCPs) are also carefully planned for to ensure all pupils access a broad and balanced curriculum appropriate to their needs.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Pupils are grouped sensitively according to their academic and SEMH needs.

Curriculum progress is tracked for all pupils, including those with disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed at least annually but in reality, it is dynamically reviewed for each new referral to ensure it meets the needs of all pupils and accurately reflects the ever-changing cohort.

# 

# **Appendix 2a: Action plan: Reach Academy**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area for Development** | **Area of Focus** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Intended Outcomes** |
| * Increase the extent to which disabled pupils can participate in the curriculum | Review induction processes to ensure pupils SEN needs and vulnerabilities are identified at the earliest possible stage and information cascaded to all staff.  Review and further develop an appropriate, engaging curriculum offer for all pupils, with a particular focus on pupils with EHCPs, ensuring identified provision needs are fully planned for to support pupils’ achievement of their EHCP outcomes. | For pupils attending through an EHCP referral, review induction paperwork and make necessary amendments.  Review and refine induction period to meet pupils’ needs as identified on their EHCP.  Refine information sharing processes with Reach Academy so all staff are fully aware of pupils identified needs.  Review curriculum pathways and refine curriculum offer for longer stay pupils.  Further development of EHCP outcomes tracker to ensure pupils’ progress is being tracked and appropriate intervention put in place. | HL/SS/NW  SS/HL  SLT  AH/HL/  teachers  SS/AH/HL | Dec 23  Dec 23  Oct 23  Dec 23  April 24 | * Effective pupils induction process ensure all pupils needs are fully identified and supported from the very start of their induction period * Effective transition supports pupils to fully access an appropriate, engaging curriculum offer in a timely manner * All pupils achieve positive holistic outcomes |
| * Improve and maintain the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide | In line with pupils identified physical, sensory, learning and SEMH needs ensure that:   * All learning spaces are fully developed to support individual needs * All staff understand and promote a learning environment that supports individual needs | Complete sensory audit of all learning spaces and ensure all outcomes of the audit are identified and actioned.  Seek pupil voice to review current leaning and calm spaces and improve as necessary | SS/HL  SLT | Dec 23  Apr 24 | * Learning spaces are conducive to learning, supporting pupils learning and SEND needs * Pupils achieve positive outcomes across all areas of the curriculum |
| * Improve the availability of accessible information to disabled pupils | Development of child friendly promotional and induction materials that support a positive transition.  Further development of local offer information page to ensure parents and other stakeholders fully understand Reach Academy’s placement offer. | Development of an induction video  Development of child friendly induction booklet  Ensure parents are able to request and receive their preferred method of communication  Continue to work with the LA to regularly updated our local offer information page and attend local offer events | HL/Engaging Education  SLT/Engaging Education  SLT/Admin staff  HL/SS | July 24  July 24  Dec 23  Apr 24 | Parents, pupils and other stakeholders have access to appropriate, clear information regarding Reach Academy placement offer and induction processes.  Parents and pupils feel well informed and supported throughout their placement. |

# 

# **Appendix 2b: Accessibility audit: Reach Academy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | 3 storey building (with 2 storeys in main building leading to pupil classrooms and kitchen. Accessed via steps | Annual inspection of all spaces to ensure condition of stairways is maintained. | Site Manager | Annually |
| Corridor access | All corridors are accessible for wheelchairs and wide enough for manoeuvre | Corridors to be tidy and free from obstructions | All Reach Academy staff | Daily observations |
| Parking bays | 2 designated disabled bays  2 minibus spaces | Staff and visitors to ensure that they park appropriately in marked bays and ensure disabled bay is left available for those who require it. | Site manager  All staff  All visitors | Ongoing daily  observations |
| Entrances/doors | 3 accessible entrances to the site, all electronically/magnetically fobbed for security.  Only staff have access fobs.  Wide enough to accommodate wheelchair users. | Annual inspection (minimum) of all fobbed doorways to ensure correct operation.  Mechanical failures/issues to be raised on incident management system ( Every) under Health and Safety or Site manager  When doors need replacing they will need to have handles at accessible height for wheelchair users. | Site manager/external contractor  All staff  Site Manager | Annually at minimum  When faults arise |
| Ramps | There is one ramp leading to the pupil entrance at the front of the building | Annual inspection of surface to ensure wear and tear is minimized.  To be kept clear of obstructions. | Site manager  Site manager/all staff | Annually at a minimum  Daily checks |
| Toilets | Five toilet rooms with appropriate signage: 1 Visitor, female toilets, male toilets (all main building) |  | Cleaning staff  Site manager | Daily |
| Reception area | Accessed via a ramp leading to a fobbed door (for staff) or bell for visitors. | Business Support Staff to ensure all documentation is checked and correct lanyards distributed. Ensure all staff and visitors sign in and out and are made aware of Fire Evacuation procedures, DSLs within school and other relevant information pertaining to visit | All Business support located in main reception | Daily |
| Internal signage | New signage commissioned for all key areas around the site, both internally and externally. | Ensure that all signage is maintained and any deterioration reported | Site Manager | At least annually and when reported throughout the year. |
| Emergency escape routes | 3 identified fire escape routes located across the site and clearly labelled.  Floor plans in key positions clearly identify nearest exit to use. | Ensure that all fire escape signage and routes are maintained and kept clear of obstacles.  Issues with any of the fire doors or signage to be reported to site manager | Site Manager  All staff | At least annually and when issues are reported. |