



# Accessibility Plan

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**Responsibility:**

Mr Simon Cox: Head of School
Date of Ratification by Governing Body: 20/03/2021
Date of Review by Governing Body: 20/03/2024

**Vision and values**

Through partnerships with local communities, The Parker E-ACT Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and governance team aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

- To plan to increase access to education for disabled pupils.

Definition of disability:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**Purpose of the plan:**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

The academy’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

**Monitoring arrangements:**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

**Links with other policies**

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

- Special educational needs and learning policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

### Increasing the extent to which disabled pupils can participate in the academy's curriculum

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategy	Outcome	Time scale	Responsibility
All students access the full curriculum	CPD for all staff to understand that all students have entitlement to access the full curriculum as set out in the Curriculum Intent Statements	All teachers have high expectations of all students to access the planned curriculum.	Sept 21	SC/ERE
Increase confidence of all staff in supporting a range of needs across the curriculum To ensure effective deployment and management of resources to meet the needs of students with additional needs.	Purchase of software programme (Edukey Provision Map) to allow all SEND information to be available in one place online to increase familiarity with Individual Learning Plans. Personalised CPD for teachers to include how to support students with a range additional needs, ensuring their needs are met (E.g. Dyslexia/ASC/ Physical disabilities) Target setting and planning for	Quality First Teaching of young people with additional needs as teachers show agility in PPA to meet the needs of individual students. Teachers review Individual Learning Plans to ensure a two-way dialogue with the Inclusion Team. All teachers are able to fully meet the requirements of children with additional needs with regards to	Inclusive CPD Programme mapped out from April 2021 to include launch of new software package.	EBU/ERE

	<p>differentiated/scaffolded curriculum.</p> <p>Support and coaching in planning and delivering lessons to students with additional needs.</p> <p>Introduction of Student Spotlight session in order to develop knowledge of the impact of a wide variety of diagnoses.</p>	<p>accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in lesson dips and book looks.</p> <p>The needs of all students are met and they are making at least expected progress in all subject areas</p>		
<p>To ensure progress of students with additional needs is evidenced in a variety of ways and in line with all students.</p>	<p>Staff training for tracking and monitoring progress.</p> <p>Additional screening assessments in place to identify students with additional needs when concerns are raised</p>	<p>Regular assessments in place to monitor the progress students are making and use this information to identify appropriate intervention and support.</p>	<p>Sept 2021</p>	<p>EBU/AWH</p>
<p>Ensure classroom support staff have specific training on disability issues.</p>	<p>Support Staff to access appropriate CPD, for example training led by Educational Psychologist for FASD.</p> <p>Opportunities provided to work with outside agencies (e.g. SALT) on how best to support children in their care.</p>	<p>Support staff are able to meet the needs of students in their care.</p> <p>A range of support staff will have specialist skills through training received. E.g. ASC level 1/2, speech and language, managing and writing support plans</p> <p>Support staff will have coaching opportunities with outside agencies on</p>	<p>April 2021</p>	<p>EBU</p>

		delivering effective intervention		
Students with additional needs able to fully access curriculum during Covid Remote Learning Lockdowns	Inclusion Team allocated to provide individual support to students and families. Bespoke support packages put in place for students with additional needs where necessary	Individual students able to access remote learning effectively with Inclusion Team ensuring good communication and quick resolution of any learning problems.	Sep 21	EBU
The welfare and mental well-being of young people with additional needs supported during lockdown periods in the same way as it is supported for all students	InclusionTeam allocated to individual students	Any issues reported to pastoral team and SENCO to provide early intervention support.	Sept 21	EBU
Students with additional needs are prioritised for career interview	Y11 students with additional needs can access careers interview by March 21 Y7-10 prioritised according to need in Summer Term Introduction of The SEND Gatsby Benchmark Guide	Students with additional needs have received clear career guidance and a bespoke action plan to support aspirations.	Y11 March 21 Y7-10 Jul 21	EBU/JDE

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

The Parker E-ACT Academy is situated in multiple buildings with multi stories with lifts in The Randolph Building.

The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.