

Accrington Academy

# Accessibility

<b>Last reviewed</b>	September 2025
<b>Review frequency</b>	Every 3 years
<b>Review date</b>	September 2028
<b>Person responsible</b>	Principal/Facilities Manager
<b>Reviewed By</b>	Principal

# Accessibility Plan

---

## Introduction

Accrington Academy's values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving student confidence and self-esteem. We know that safe and happy students achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Accrington Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Body Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Principal**
- **SENDCo**
- **Operations Manager**
- **Facilities Manager**

## Accessibility Audit

An Access Audit was carried out by the Facilities Manager in April 2022. Several recommendations were made as follows:

Item	Activity	Action	Cost	Time	Remedy
Disabled car parking	The disabled car parking is difficult to see from the entrance to the car park which is further hampered by disabled space markings which is now a visitor space.	Disable car parking sign to be moved from current position and placed at the entrance to the car park. Paint over the visitor spaces to identify the disabled space more clearly.			Remove so Two visitor marked bays for additional use by those with disabilities. This will present 4 bays in total for this use.
Main door control button	Due to the doors now being automatic and open for all users. The door access button is now out of use,	Look at the feasibility of removing the access button as it is no longer in use.		April 2022	Remove access button or sign stating no longer in operation
Loop System – Hearing aid	Check for hearing aid loop systems and their functionality around school – Canteen, 6 <sup>th</sup> Form Canteen, Main Reception, Leisure Reception and Swimming Pool reception, Meeting rooms.	The following areas have a loop system installed: School Reception. Install loop system in the other areas, if required.		April 2022	The loop system needs to be checked for operation by someone with a functioning hearing aid. Sign in place.

### Accessibility Audit

Staff Entrance/ASL Entrance	Both doors are heavy, and a wheelchair user would not be able to open the doors by themselves. The button is also on the wrong side of the door.in the staff entrance and poorly located at ASL.	Install an automatic door.		April 2022	Project within the design phase to replace doors at the staff entrance.  Unfortunately, the doors at leisure will be remaining manual for the foreseeable.
Student Entrance	The door is heavy, and a wheelchair user would not be able to open the door by themselves.	Install an automatic door.		April 2022	Project within the design phase to replace doors at the student entrance

### Accessibility Audit

Toilet facilities	There is currently only one disabled changing room in the building which is not way pointed. Keys held in reception for all the ground floor disabled toilets. No disabled toilets on the 1 <sup>st</sup> floor.	Install another changing facility/toilet on the 1 <sup>st</sup> floor. Add way pointing signage to the facilities.		April 2022	Ensure there is someone to assist all wheel chairs users around the building.
Refuge Areas	There is no communication point in the refuge area, a disabled person would not be able to communicate with emergency services or help.			April 2022	All wheel chair users to be assisted around the building, in the event of an emergency they will be left in the refuge area and their assistant will then evacuate the building and report to the incident commander as per the current PEEP arrangements. A Fire Marshall will also aid in evacuation.

Audit Completed by: Andrew Walton

Role: Facilities Manager

Signature: *A. Walton*

## Improving Curriculum Access

Area	Target	Strategy	Outcome	Time Frame	Goal Achieved
Curriculum Access	All students have access to a broad, balanced, and relevant curriculum	Options/twilight/enrichment programme reviewed at least annually.	All students have access to broad range of accredited courses	On going	Yes
	All students have a differentiated curriculum that meets their individual needs	Following the SEND Policy, SEND students have evaluated provision maps and half termly reviewing. Personalised curriculums are organised where appropriate. Student information around their 'additional needs' is published on schools Sharepoint and circulated to timetabled teachers	Lesson observation reports teaching matched to individual needs. The number of good or better teaching is increasing.	On going	yes

	Interventions	Director of Inclusion audits current interventions and their success/impact on student progress. Provision mapping is used across all year groups Evaluations are published on Sharepoint	Student additional need is quickly identified, and appropriate intervention timetabled	On going	yes
	Staff training to support students with SEND – focus on key areas of need within the school:  Cognition and Learning Communication and Interaction SEMH and Pd	SENDCo and strand lead TAs to deliver ongoing training. Identify gaps in staff knowledge through appraisal documents and staff coaching models	Staff are skilled to address the additional needs of our students	On going	yes

	SEND Student access to the curriculum is increased because they attend school regularly.	See attendance in SCIP (School Continuous Improvement Plan)	Attendance is strong	On going	yes
--	--	---	----------------------	----------	-----

	Students' access to the curriculum is increased because SEND exclusion % is well below national, individual student needs are met, suitable educational provision is provided.	Follow SEND Policy, Academy behaviour expectations are well embedded, consequence structure well embedded, DATE and Progress room provision in place to support student behaviour expectations.	Accrington Academy is an inclusive school	On going	yes
--	--	---	---	----------	-----

	Students' access to the curriculum is increased through personalisation and differentiation	All staff are aware of student additional need and plan and deliver their lessons regarding these needs.	This is monitored through regular formal and informal lesson observations and a strong staff coaching model	On going	yes
	Ensure that SEND students can participate in extracurricular activities, trips and visits	Audit of extracurricular provision.	No barriers to access have been identified	On going	yes

<b><u>Access to information</u></b>	Availability of written material in alternative formats	The school makes itself aware of the services available through the LEA/external agencies for converting written information into alternative formats. Parents/carers access support where needed.	The school provides written information in alternative formats where this is needed	On going	yes
-------------------------------------	---	--	---	----------	-----

	The written information provided to parents/carers is accessible and read to them where needed	Communications from school are reviewed to judge the language, style, format, and accessibility of the information. Additions and amendments are made where necessary	Information is read. Parents/carers feel that school is an approachable and supportive establishment.	On going	yes
	Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g., at parents' evenings	School ensures that arrangements are made for parents/carers so that they can access the school site when needed	Parents/carers feel that school is an approachable supportive and accessible establishment.	On going	yes
<b>Equality and Inclusion</b>	To ensure that the Accessibility Plan becomes an annual agenda item at Governor Meetings.	Clerk to Governors to add to agenda items for Governor meetings	Adherence to legislation.	Annually	yes

	To improve staff awareness of disability access	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of disability access	On-going	yes
	To ensure that all policies consider the implications of disability access	Consider during review of policies.	Policies reflect current legislation.	On-going	yes
	The pursuit of being able to continually challenge discrimination and harassment.	As listed in SEND Policy, Racial Incidents Policy, Behaviour Policy Monitor implementation in PSHE/ECM programmes Continue to promote through SMSC across the school	We are an inclusive school	On-going	yes

## ACCESSIBILITY PLAN

### Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Annually	High	SLT release costs			
2	Interventions	Assistant Headteacher for Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the ECAL (Every Child A Learner) Team	Annually	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Assistant Headteacher for Inclusion to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Annually	High	Possible resource implications where gaps are identified			
4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Assistant Headteacher for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable			
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Assistant Headteacher for Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary		High	CPD for AH and Sp TA External specialist costs			