



Uffculme Academy Trust

Accessibility Policy and Plans

January 2023 – December 2025

Approved by the Risk & Resources Committee on:
30 November 2022

Next review date: November 2025

Please be aware that this document has been checked for accessibility and that there are tables within it that screen readers might read in an unexpected order. You can use the tab key or the 'read next paragraph button' to navigate through table cells one at a time to improve this.

This document has been set to download in 'accessibility mode' and therefore a read aloud function is available at the top of the page. If this is not the case, then the 'review' tab should be selected at the top of the page so that the read aloud function can be accessed.

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

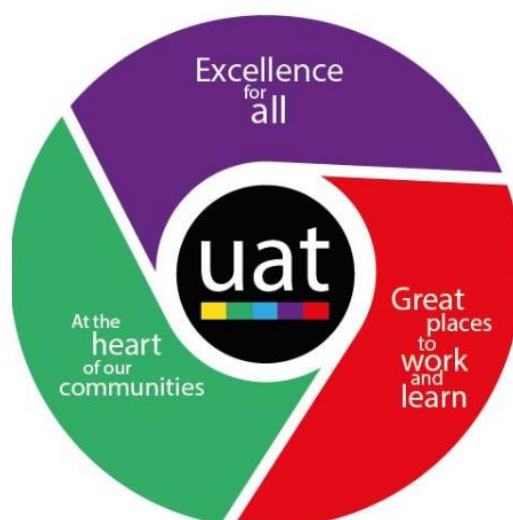
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Uffculme 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.

Vision and Values

Uffculme Academy Trust has high ambitions for all its students, including those with a disability and protected characteristics. Uffculme Academy Trust aims to ensure that everyone has the opportunity to participate in every aspect of school life. The Trust strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to intentional inclusion. Inclusion, equity and diversity are fundamental to our school communities and we celebrate difference and challenge prejudice.

The Trust prides itself on its guiding principles of:



In terms of access, Uffculme Academy Trust aims for:

Excellence for All

- All pupils to be enabled to achieve highly regardless of background, socio economic status, disability race or gender.
- Our schools to be fully inclusive to meet the needs and celebrate the abilities of all children and young people.
- Inclusion to underpin every strategy with successful adaptations and timely interventions supporting learners at the point of need.
- No child to be left behind or disadvantaged because of a lack of resource, technology, finance or home support.

Great Places to Work and Learn

- Our schools to be happy places which children enjoying attending and staff enjoying working at.
- Success (in all its forms) to be publicly recognised, rewarded and celebrated.
- Enrichment to be prioritised and valued in every school. We will look to maximise the opportunities for staff and students to enjoy their time at school and to experience a range of activities and opportunities that support this culture.
- Ensure barriers to attending school are identified and removed so that coming to school is a positive choice.
- All children, young people and adults to be visibly included.
- Pupils to be taught to respect and value diversity
- Investment in buildings and resources so that the environment reflects and reinforces our values.

At the Heart of Our Communities

- Furthering the opportunities for all children and young people in our schools by removing or helping them overcome any barriers to their success.
- Working alongside other organisations to fulfil our civic duty to enhance opportunities for all children and young people.

Accessibility Policy

This policy sets out the ways in which Uffculme Academy Trust provides access to its schools for individuals with a disability and how this will be improved over the next three years.

It will be made available on each school's website and paper copies are available upon request.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day 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.

Accessibility is addressed under the following headings:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment.
- Improve the delivery of information to individuals with a disability

Accessibility Plans

Each school in the Trust will develop an Accessibility Plan specific to the requirements of their site and community, which will appear as an appendix to this policy.

Monitoring and Review

This policy and the accompanying plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of SEND for the Trust with each school reviewing their appendix (namely the Headteacher, SENDCo and Local Governing Committee) and approved by the Trust's Risk and Resources Committee.

Other Relevant Policies

This policy and accompanying plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Complaints Policy
- Supporting pupils with Medical Conditions Policy
- SEND Policy
- Children with Health Needs who Cannot Attend School Policy
- SEND Information Report
- Equalities and Diversity Policy

Holyrood Academy

Accessibility Plan 2023 – 2025

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Guidance document and regular SENCO/ TA briefings to update
- Highly skilled team of TAs
- Learning passports to inform staff of student disability
- Medical Care Plans to inform staff of student disability
- Visual timetables
- Key worker with responsibility for students with Autism
- Key worker with responsibility for students with physical/ sensory needs
- Dedicated transition TA to work with feeder primaries so that transition plans ensure appropriate provision within the context of Holyrood Academy are in place
- Excellent communication between outside agencies eg Educational Psychologists, Hearing and Vision Impaired service and Communication and Interaction team
- Excellent provision of resources:-
 - Netbooks for pupils with specific recording difficulties
 - Coloured overlays for students
 - Exercise books with coloured paper
 - Low level reading books
 - Type Thru virtual overlay on all student desktops and laptops
 - Access to laptops for all as required
- Access arrangements:-
 - Readers
 - Scribes
 - Enlarged papers

Modified papers

Extra time

Laptops

Separate venues

- Provide early and effective literacy intervention
- Homework club at breaktime and lunchtime
- Qualified Access Arrangements Coordinator

Action Plan

| Objectives | Action | Timescale | Success Criteria |
|---|--|-----------------------|--|
| Improve provision for lowest 5% of readers across the school | Research secondary reading programmes to support students in the ELP particularly. | 2022-23 academic year | Provision for lowest readers will lead to rapid and significant improvement in reading standard scores |
| Ensure that those with physical and sensory needs have a key worker | Replace ARA as physical and sensory key worker as part of key worker review | 2022-23 Academic year | Students and parents of students with physical and sensory needs will have a key contact person |

Improve and maintain access to the physical environment

Current Good Practice

- Lifts installed in Main Building on upper site and also Sixth Form Centre
- Where lifts are not installed, curriculum areas have teaching rooms that are accessible on the ground floor i.e. Art
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relative staff via Staff Bulletin and briefings
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff via Bulletin and briefings.
- Use of LRC as short-term provision for those who cannot move easily between lower and upper site
- The site has 5 accessible toilets specifically for students

- Academy has invested in 2 mobility scooters that can be used by students if required
- Specific site markings to support visually impaired students, parents and visitors
- Access ramps to a help navigation around the site and access to teaching/office areas

Action Plan

| Objectives | Action | Timescale | Success Criteria |
|---|---|----------------------------|--|
| Ensure accessibility of new building | KWI/ TYO work with site team to ensure that environment is accessible for all | Prior to new build opening | New build will be accessible for all when it opens |
| Review current markings around the site to ensure clarity | KWI/ TYO work with TCO and site team to review markings on steps and kerbs to check for clarity | 2022-23 academic year | All kerb edges and step edges to be clear and visible to all |
| Ensure dark spaces to support visually impaired | Ensure that all departments have at least one room with blinds. | 2022-23 Academic year | Dark rooms available to those with visual impairment who need it |

Improve the delivery of information to individuals with a disability

Current Good Practice

- Learning passports to inform staff of students needs
- Use of exercise books with coloured paper across the curriculum

Action Plan

| Objectives | Action | Timescale | Success Criteria |
|--|---|------------------|--|
| Ensure that as books need replacing, coloured paper is available | KWI to work with JJA when new books are being ordered and ensure that list of needs is up to date | May/ June 23 | Students will start September with the correct books |

Approved by the Local Governing Committee on: *15 November 2022*