

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to pupils with disabilities

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

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

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with	To ensure that the curriculum can be differentiated for all pupils.	All teachers are trained in how to use a variety of adaptive teaching methods, initial training	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of	SENDCO and Teaching and Learning Lead	On going	Raised staff confidence in strategies for

disabilities can participate in the curriculum		on using the 7Cs Judith Carter Model. Teaching plans are reviewed to ensure all pupils can access learning opportunities.	curriculum delivery through effective adaptive teaching- With a specific focus on strengthening neuro inclusive practice.			differentiation and increased pupil participation. Children are well supported.
	To use resources tailored to the needs of pupils who require support to access the curriculum.	Teachers and support staff know which reasonable adjustments can be made. For example; We use 'visual prompts' to support learners' Communication needs, 'chunking instructions' to support Cognition needs, 'sensory breaks' to support barriers within Control, 'check-ins' to support Compassion and ensuring a 'growth mind-set' approach when supporting learners' Creativity.	Continue to review staff awareness and provide training when gaps in understanding arise. Review 'teacher tweaks' document to ensure that teachers understand how adjustments can be made.	SENDSCO and Teachers	On going	Raised confidence of support staff Children with different disabilities are well supported
	For teachers to be fully aware of the individual needs of pupils with additional needs and/or disabilities and understand their responsibility in	When thinking about a pupil's barriers to learning, teachers write targets that are specific, measurable, achievable, reasonable and time bound (SMART). These	Continue to audit staff training requirements, specifically on practical support strategies to overcome learning barriers. Training is offered to teachers and support staff working with pupils.	SENDSCO and Teachers	On going	Barriers to learning are reduced for all pupils.

	meeting these needs.	<p>targets are outcome based – teachers think carefully about why pupils are working on each target and what this support feeds into. Targets are recorded on Individual Pupil Support Plans, called One Plans. The plans list the provision that will be provided to give children the best possible opportunity to meet their target. Provision will name the reasonable adjustments that are made in class and specific interventions, where needed. Staff will ensure any advice from external agencies, like Suffolk’s Specialist Education Services (SES), is added to child’s support plan. Advice involve a named intervention (like Precision Teaching) or an adjustment needed for the classroom (now/next Visual board).</p>				
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	To raise pupils' awareness of disabilities and neuro diversity.	Curriculum resources include examples of people with disabilities. Neurodiversity celebration week.	Regularly audit resources used across schools (e.g. books in English curriculum, small world play in Early Years, assembly themes)	SENDCO, Teaching and Learning leads and Subject leaders	On going	Neuro diversity is celebrated.
	For all out-of-school activities to be carefully planned to ensure participation for all pupils.	Extra-curricular activities, school trips and local visits are carefully planned to ensure all pupils, including those with a disability, have fair access to trips and extra-curricular events.	Review all risk assessments for trips to ensure they include a full evaluation of the risks specific to pupils with disabilities and medical needs. Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness.	SENDCO, teachers and EVO	On going	Increased interest in extra-curricular activities and good uptake on schools visits and trips.
	Curriculum progress is tracked for all pupils, including those with a disability	SEND assessments are used alongside Rising Star's NTS assessments to identify where pupils are working. FFT and Excel are used to track this data across each term.	Review assessments being used for pupils and ensure they allow pupils to reach their full potential.	SENDCO, teachers and Teaching and Learning Lead	On going	All pupils make progress across the curriculum.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
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<p>Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided</p>	<p>To ensure the building is accessible to all pupils and staff and students are able to evacuate the building in the event of an emergency.</p>	<p>The environment has been adapted to suit the needs of our pupils;</p> <ul style="list-style-type: none"> - Classroom organisation allows for the needs of all pupils -Multiple disabled parking bays. -Disabled toilets. -Dining tables, classroom resources and library shelves are wheelchair height. <p>Any pupils, who need assistance when evacuating during an emergency, have a Personal Emergency Evacuation Plan (PEEP)</p>	<p>Continually evaluate the needs of our pupils and ensure that everyone has access to the school building.</p> <p>Escape routes are planned in the event of a fire or lock down</p> <p>PEEPs are reviewed termly to ensure they are specific to the individual, their needs and our school building.</p>	<p>SENDCO, teachers and site managers</p>	<p>On going</p>	<p>All pupils can access and evacuate the school building safely.</p>
	<p>To ensure pupils with hearing needs can access their equipment effectively.</p>	<p>Pupils with hearing difficulties are supported by a Teacher of the Deaf, from Suffolk's Multi-Sensory Impairment team. The environment is continually audited and hearing equipment is checked.</p> <p>Classroom doors are closed and the speaker wears a microphone.</p>	<p>School has strong partnerships with Suffolk's Specialist Education Services.</p> <p>Staff confidence in using the hearing equipment is regularly reviewed and training on supporting pupils with hearing impairments is available if needed.</p>	<p>SENDCO and class teachers.</p>	<p>On going</p>	<p>Pupils with a hearing impairment are well supported and can reach their full potential.</p>

	To ensure the sensory needs of pupils are met	<p>Pupils with both under responsive and over responsive sensory needs have their needs met in designated sensory spaces across school.</p> <p>A sensory assessment can be carried out by staff to better understand a pupil's sensory needs.</p> <p>Resources are used, alongside sensory circuits and zones of regulation, to help pupils communicate their needs.</p> <p>Steps have been made to reduce background noise, considering the room's acoustics and noisy equipment.</p> <p>An alternative room can be accessed at lunchtime for those children who may experience heightened sensory needs in the dining hall.</p>	<p>Regular pupil voice.</p> <p>Audit of environment and 'sensory menu' available.</p> <p>Training for staff on identifying and supporting sensory needs from both internal and external body signals.</p>	SENDCO, class teachers and site manager.	August 2025	Pupils with sensory needs are regulated and ready to learn.
	To ensure accessibility for visually impaired pupils.	All areas to which pupils should have access are well lit.	School have strong partnerships with Suffolk's Specialist Education Services.	SENDCO and Teachers	Ongoing	Children with visual impairment can access the curriculum.

		The signage around school is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. Support is sought from Suffolk's Multi-Sensory Impairment team when needed.	Staff confidence in supporting pupils with visual impairment is regularly reviewed and training is available if needed.			
	To ensure accessibility to IT equipment	Use of magnifying lenses for laptops and iPads	Research and implement the use of software to aid the visually impaired when using the iPads. Work with Specialist Education Services (SES) on auditing current resources for visually impaired.	SENDSCO and IT Technician Suffolk's SES team.	August 2025	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils	For all staff, pupils, parents and visitors to access information shared by the school.	Our academy uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources 		SENDSCO, SLT, Site Manager	On going	The school effectively communicates with all stakeholders.

with disabilities		<ul style="list-style-type: none"> • Induction loops • Pictorial or symbolic representations 				
	Written materials will be available in a variety of different supportive formats	The academy currently enlarges font to make written communication and resources accessible for pupils.	The academy should also ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers. Publicise the availability of different formats for those who may require it.	Principal	December 2024	Delivery of Academy information to parent and carers, as well as the local community, is improved.
	For staff to be familiar with technology and practices to assist people with disabilities.	The use of immersive reader is used to read texts to pupils.	Audit staff confidence in using ICT to support pupils with reading and accessing curriculum content. Training provided when gaps are identified.	SENDCO and Teachers	On going	Accessing curriculum content for all pupils has improved.

Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant

policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.