



## Accessibility Plan 2024 – 2026

<b>Approved by:</b>	Principal
<b>Last reviewed on:</b>	1 <sup>st</sup> January 2024

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### 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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities
- Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Education has the power to transform lives and it is our mission at The Wells Academy to provide our students with an education that allows them to live a life of meaning and purpose. At Wells, we strive for excellence and believe all children are entitled to an exceptional quality of education that is built upon a culture of high expectations, an ambitious and inclusive knowledge-rich curriculum, and teachers that are inspirational subject experts. We are confident that this approach will empower our students to reach their full potential.

The plan will be made available online on the academy website and paper copies including enlarged copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan. At The Wells Academy we work closely with Nottingham City agencies to develop inclusive support strategies to ensure that all of our students can participate fully in their education and we are committed to collaboratively working to eliminate barriers to education.

Our academy's complaints procedure covers this accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.



## 2. Legislation and guidance

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers an ambitious curriculum for all students with appropriate adaptive teaching to meet the needs of all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p> <p>Exam access arrangements are considered for students with SEND and testing processes take place to implement required arrangements</p>	<p>Medium Term Objectives – Reviewed termly</p>	<p>Continue to review the curriculum offer for all students</p> <p>Quality assure the lesson content and use of adaptive teaching and dual coding to support all students</p> <p>Continue to implement exam access arrangements where teacher evidence indicates normal way of working in the classroom</p>	<p>SENCO SLT Faculty Leaders Teachers</p>	<p>Termly through each academic year</p>	<p>All students will have full access to the curriculum to enable them to learn and make progress</p> <p>Students with SEND will see disabled people represented in the resources and materials used in the academy</p> <p>All students will have targets set to allow them to make appropriate progress and students with SEND will have additional support to track small steps of progress using software such as BSquared.</p> <p>Exam Access Arrangements will be in place and applied for to JCQ</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Lifts</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> <li>Evac Chairs and staff trained in safe evacuation processes</li> </ul>	Long Term Objectives – to be reviewed annually.	<p>Site Team to regularly monitor and review facilities around the site to ensure that they remain operational and to a good standard</p> <ul style="list-style-type: none"> <li>Lift maintained as per lift company's specifications</li> <li>Rolling programme for maintenance and safe-edging</li> <li>Annual review of Personal Emergency Evacuation Plans (PEEPs) for all staff and students with a disability</li> <li>Review fire evacuation procedures termly and ensure required training is kept up to date for Evac Chair</li> </ul>	Site Team SLT SENCO	Jan 2025	<p>All facilities will remain operation and available to all students, staff and visitors as required.</p> <p>Safe procedures remain in place for fire evacuation.</p> <p>There will be well maintained steps and railings and safer edges to external stairways.</p> <p>PEEPs in place and up to date as required for students / staff with temporary / life-long disabilities to enable them to safely evacuate the building in emergency situations.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage that is clear and consistent Large print resources upon request or as modified resources for students with visual impairments Induction loops Pictorial or symbolic representations used in classroom delivery (Dual Coding Strategies)	Long Term Objectives – to be reviewed annually.	Site Team and SLT to regularly monitor and review communication methods and signs around the site to ensure that they remain operational and to a good standard. Continually review documentation with a view to ensuring accessibility for students with visual impairment	Site Team SLT SENCO	January 2025	Signs will be visible around the school site and easily read and understood by all. Lessons will be observed using dual coding strategies. Induction loop will remain operational and accessible to all visitors in main reception. Students with visual impairments will have resources printed in an appropriate font size to meet their needs

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that all conditions for effective learning and maximising progress are in place	Classrooms are tidy and free from clutter Displays around the academy are clear and consistent All classrooms have working visual display units (VDUs) Teaching staff have appropriate ICT provision to carry out their responsibilities including taking registers and maintaining records for students Students who require ICT provision will have access to this in the classroom and for assessments and formal examinations	Medium Term Objectives - Reviewed termly	Ensure ICT provision on-site for staff and students All members of staff responsible for display boards ensuring that they are up to date and accessible Continue to monitor ICT devices and request repairs / replacements as required	All staff ICT Helpdesk	Termly through each academic year	Displays around site will remain clear and consistent Classroom spaces are conducive to learning with minimal distractions Teachers are 'ready to teach' and students are 'ready to learn'. ICT support will remain available for staff and students

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be overseen by the Principal and reviewed by appropriate members of SLT. It will be approved by the Trust board.

#### **5. Links with other policies**

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

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy