



Accessibility Plan



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*subject to any relevant changes in legislation or other appropriate guidelines

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1.0				

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Aims of the Accessibility Plan

This plan outlines how Vantage Academy Trust aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Advisory Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The Local Advisory Board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Local Advisory Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Advisory Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Local Advisory Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Advisory Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Learning aids to be produced	Resources are produced to allow children to access the	Principal, external advisors, SENCO	When required based on recommendations from external agencies	Staff members have the skills to support pupils with SEND	Autumn 2024
Medium term	Training for teachers on differentiating the curriculum for disabled children as required.	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2022	Teachers are able to fully meet the needs of the children in order to access the curriculum	Summer 2024
Long term	staff trained to meet individual medical needs of pupils where applicable.	Provide staff with specific training for medical needs such as diabetes	Principal, SENCO	when required based on needs of children joining school	Staff training on diabetes completed in September 2022 in line with pupils needs.	Spring 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Site manager	Spring 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2024
Medium term	To take into account the needs of pupils, staff and visitors who are visually impaired (including dyslexic and ASC requirements) when planning redecorating/display work within the school.	Displays consider requirements of VI in terms of text size and font, positioning and colour. Considerations made to the needs of dyslexic and ASC learners when presenting work.	SENDCO/ Principle	Spring 2023	School environment is accessible to those children with dyslexia and ASC	Autumn 2024
Long term	Children with physical disabilities cannot access school buildings specifically from KS1 classrooms	Adaptations and ramps to be in place to allow wheelchair access to classrooms from KS1 classrooms	Site manager/ principle/ building construction	Summer 2023	School buildings are fully accessible	Autumn 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Availability of written material in alternative formats	Schools seeks advice from external advisors/ SENDCO and Principle to provide alternative formats for	SENCO/ office/ SLT	Spring 2023	School is aware of local services for converting written information into alternative formats	Autumn 2024
Medium term	Ensure signage is suitable for non-readers, is clear and well situated	To complete an environment walk to ensure school is easily navigate	SENCO, ICT manager	Spring 2023	Pupils are able to navigate the school regardless of any disability	Autumn 2024
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager/ SENDCO/ Principle	Summer 2023	Website is fully accessible	Autumn 2024

