

Lift Schools documents

Accessibility Plan

Domain of application	Four Dwellings Academy
Review cycle	Annual
Approved by	Zoe Bidmead Regional Education Director
Date of last review	2024
Date of next review	2025

Four Dwellings Academy- Accessibility Plan

This Accessibility Plan (the plan) should be read in conjunction with our trust wide Accessibility Policy.

The plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Principal, SENDCO, Area Site Manager, and Regional Estates Operations Manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a 3 year period.

This plan has been drawn up based upon information supplied by the trust and the Local Authority (LA), and in conjunction with pupils, parents, and staff of the school. This will advise other school planning documents.

This plan is updated to reflect statutory requirements for the setting of equality objectives.

The plan is structured to complement and support the trust's equality objectives. We understand that OFSTED inspectors may include a school's accessibility plan as part of their review and will advise upon the compliance to the Equality Act 2010.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and

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information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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

Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the physical environment					
Building	To liaise with feeder schools to prepare for the new intake of children into Y7 each year. To liaise with schools to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	September 2024 (and ongoing)	SENCO HOY	Provision set in place ready for when the pupil starts school
Building	Investigate and review disabled access to all school buildings.	Audit the need for stair-lifts, lifts or ramps. Provide access to disabled toilets. Ensure any new construction including entry/security system meets the appropriate Accessibility guidance.	September 2024 (and ongoing)	Site manager SLT	Individuals with limited mobility are able to navigate all parts of the premises.

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Building	Ensure that all individuals with disabilities can be safely evacuated.	Provide an appropriate number of Evac chairs for all buildings with stairs. Training of staff on use.	September 2024 (and ongoing)	Site manager SLT	Safe evacuation of individuals with impaired mobility.
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Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					
	To liaise with Primary schools to prepare for the new intake of children into Year 7. To liaise with schools to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	September 2024 (and ongoing)	SENCO HOY	Provision set in place ready for when the pupil starts school
	Ensure access arrangements and reasonable adjustments are applied consistently.	Devise strategies for teachers to implement individual's access arrangements as part of their normal way of working. Review procedures to ensure access to reasonable adjustments made for examinations comply with	September 2024 (and ongoing)	SENCO	Gap narrowed in progress between students with SEND and other students.

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		JCQ regulations.			
	Enable staff to continually update and increase their knowledge and understanding of the needs of all students to remove any barriers to learning.	Continue to provide training on practical differentiation strategies available in the classroom. Ensure staff use strategies suggested by specialist teachers. Provide additional training to staff on disability equality issues to ensure all are aware of their duties under DDA.	September 2024 (and ongoing)	SENCO	Increased staff confidence in providing appropriate teaching and support for pupils with disabilities. No significant gap in progress between pupils with SEND and other pupils.
	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of	September 2024 (and ongoing)	SENCO Pastoral team Evolve manager VP	Evidence that appropriate considerations and reasonable adjustments have been made

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		carrying them out.			
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Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Delivery of written information					
Communication	To enable improved access to written information for pupils, families and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	September 2024 (and ongoing)	SLT	All visitors, families and pupils can access information in appropriate format
	Ensure information in lessons, assemblies and arranged events can be read on the board and screens and that teacher's/presenter's voice can be heard by all individuals	Audit of classrooms, Hall and other learning spaces to ensure position of screens/boards and sound facilities are optimised. Use of appropriate access arrangements (paper colour; print size etc; sign language interpreter)	September 2024 (and ongoing)	SENCO SLT	All pupils can see and hear lessons and participate fully in lessons Avoid exclusion of individuals with visual/hearing impairments during presentations.
	Review the use of ICT to support students with disabilities in the classroom.	Research new technologies for individuals with specific learning difficulties or any with	September 2024 (and ongoing)	SENCO	Improved delivery of information to individuals with disabilities

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		hearing or visual difficulties			
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