



The Academy
at Shotton Hall

ACCESSIBILITY PLAN 2021-2024

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments to increase access for disabled pupils to the curriculum, the physical environment and to information, to prevent discrimination, to promote equality of opportunity and to foster good relations.



Mission statement

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school 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 are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their age, 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 plan will be made available online on the school website, and paper copies are available upon request.

Our school 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.

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

We have included a range of stakeholders in the development of this accessibility plan, including Local Authority, pupils, parents, staff, and trustees of the North East Learning Trust and covers the period from: September 2018 to September 2019.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

At The Academy at Shotton Hall we do not discriminate against a pupil in the way we provide education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

At The Academy at Shotton Hall, we are committed to developing a culture of inclusion, support, and awareness within the school.

The Accessibility Plan shows how access is provided for disabled pupils, staff, and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to: -

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities, and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents, and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Aims

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments, and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; however, adjustments are made to allow participation where practicable. Access to all areas of the school is good as most areas have wheelchair access; disabled pupils have the use of lifts and disabled toilets are available.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information

As most information is directed home via pupils and e-mails, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned, and reviewed with a range of different formats available for disabled pupils, parents, and staff.

Access Audit

The Academy at Shotton Hall comprises of a four-storey main building with wide corridors and several access points from outside. Other buildings are single story and can be accessed via ramps and steps. Each floor of the main building has 2 disabled toilets, and 2 lifts provides access to all floors. Evac chairs are located in staircases and there are fire refugees in each main stair core. There are PEEPs in place for those that require them – both staff and students. All the disabled toilets are fitted with a handrail and a pull emergency cord. The lecture theatre/hall is on the ground floor and is accessible to all via a lift. All departments are accessible to all. Within the main building are classrooms with lower-level workstations and specialist chairs for students who require them. There is also full building signage, classroom signage, disabled toilet signage and emergency exit signage.

At the Academy at Shotton Hall there is on-site car parking for staff and visitor which includes four dedicated disabled parking bays. Tactile paving is found outside of the

front of the main building and within the grounds there are painted indicators on the edge of each step leading to the outbuilding. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The main building and reception area benefits from a hearing loop system. Library shelves are all at wheelchair-accessible height. All resources are accessible and where relevant we provide large print resources and pictorial or symbolic representations.

To provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Action Plan September 2021 – August 2024

Aim 1: To increase the extent to which SEND pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify pupils who may need additional to or different from provision	When transition occurs	SENCO Pastoral Team Principal Learning Manager	Support plan produced and/or review of EHCP
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2018	Principal SENCO	All SEND and accessibility policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	Principal SENCO All staff	Clear collaborative working approach Communication through Edukey, attendance to meetings
	To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	Principal SENCO All staff Outside agencies	Clear collaborative working approach Detailed support plans/EHCP document

	To ensure full access to the curriculum for all children.	<p>Seek advice from specialist advisory teachers; CPD for any student with additional needs staff and:</p> <p>A differentiated curriculum with alternatives offered if practicable.</p> <p>A range of support staff including trained learning support</p> <p>Use of ICT equipment</p> <p>Access to additional practical aids</p> <p>Access to alternative assessment arrangements</p> <p>Access to school counselling if required</p> <p>Explicit teaching of generalising skills from one context to another</p>	Ongoing	<p>Teachers</p> <p>SENCO</p> <p>Outside agencies</p>	<p>Lesson observation</p> <p>Context sheets</p> <p>Review information</p> <p>CPD directory</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p>
MEDIUM TERM	To finely review attainment of all SEN pupils.	<p>Scrutiny of assessment system Regular liaison with parents and pupils</p>	Termly	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards targets</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Lesson observation</p> <p>Context sheets</p>
	To promote the involvement of SEND students in classroom discussions/activities when teaching	<p>Give alternatives to enable SEND pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school</p>	Ongoing	<p>Whole school approach</p>	<p>Through pupil parent and staff voice, ensure that the needs of all are represented within school.</p>

LONG TERM	To deliver findings to the Governing Body	Present to Governors	As required Termly report to SEND governor	SENCO SEN Governor	Governors fully informed about SEN provision and progress
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Aim 2: To improve the physical environment of the school

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT Andrew Crosby	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> • Create access plans for individual pupils as required • Evaluation forms 	With immediate effect to be constantly reviewed	All staff SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Principal Learning Manager SENCO School Nurse	To ensure that the medical needs of all pupils are met fully within the capability of the school.

	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach	Monitor and review
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Aim 3: To improve the delivery of information to SEND pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure access to information by parents, staff, and visitors	Communicate with parents in a format that is appropriate for them Regular communication with parents, including via Edukey	Support plans reviewed 3 times a year	Class teacher SENCO Parents	Monitor and review if format is appropriate
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc., including books in the school library Auditing signage around the school to ensure that is accessible	Ongoing	Class teacher SENCO Site manager	Monitor and review if appropriate
MEDIUM	To review children's records ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans reviewed termly Updates provided when required	Class teachers SENCO Outside agencies Support staff	Each teacher/staff member aware of the needs of pupils