

Alt Academy- Accessibility Plan 2025-2026

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Mission statement

“Believe, Achieve, Succeed”.

Our mission statement **“Believe, Achieve, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Alt Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Alt Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other external agencies.

Aim

The academy’s accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school’s curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

Disability is defined as follows by the Disability Discrimination Act 1995:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies

- Critical Incidents Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

Improving Curriculum Access and Participation

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

Improving Physical Access to all areas of the Academy

- Alt Academy is accessible for those with limited mobility. The KS1 and EYFS building is accessible for all and there is a ramp to the lower floor of the KS2 building.
- The school has ramped entrances so that provision can be tailored to need.
- Further development needs to take place so that fire exits are ramped and all doors are an accessible width.

- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system does not have both visual and auditory components.
- All rooms are numbered and to have appropriate door signage.
- There are 2 disabled toilets spread out across the building.
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- The nursery has a changing bench for pupils with continence needs. Further main school provision needs to be planned for.
- Accessible parking spaces are allocated/marked and kept available for use when needed
- A hearing loop for community use is needed for the main reception area and assembly hall.
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

Improving Information Access to all Stakeholders:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for for targeted children to ensure effective communication as required and children are handed to their parents, offering daily check ins if needed.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Teachers 2 Parents text messaging service is used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff may be trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) were required.

The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.

This plan has been created following an audit completed of provision. Our audit is revised annually and a three year action plan is produced based on the findings.

App. 1 AUDIT TOOL to develop Action Plan

AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum.				
Curriculum Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Does the academy have arrangements for staff training?	Training is identified through SEND reviews, appraisal and Inclusion audits, supported by the Harmony Trust Inclusion Service.	Continue to review training needs termly and commission Trust or external CPD as required.	1-3	CPD budget, Trust MDT
Use of assistive technology?	Assistive technology including iPads, visuals and communication tools are routinely used.	Embed consistent use across all classes and update hardware as required.	1	iPads, software
SEND aware classrooms?	Classrooms are organised to support access, with visual supports and flexible seating.	Annual SEND environment audit.	1	SENDCo time
Inclusive curriculum participation?	All pupils access the full curriculum with reasonable adjustments made.	Review PE and visits risk assessments to ensure accessibility.	1-3	Staff time
Leadership recognition of workload?	Leaders acknowledge additional planning and allocate time and support.	Continue through appraisal and wellbeing processes.	Ongoing	Leadership time
Staff understanding of SEND planning?	Staff understand differentiated planning and inclusive practice.	Refresh through annual SEND training.	1	CPD
Varied lesson structures?	Lessons include individual, paired, group and whole-class work.	Share best practice through staff meetings.	Ongoing	Staff time
Accessible visits?	Visits are planned with accessibility considered and parents consulted.	Maintain accessible venue register.	Ongoing	Visit budget

SEND transition arrangements?	Enhanced transition offered for SEND pupils.	Formalise transition plans annually.	1	SENDCo time
Are adaptations made to transition arrangements for SEND pupils where needed?				

AIM 2 Improving access to the physical environment of the school.				
Physical Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Disabled parking	Designated spaces available on site.	Repaint and update signage as required.	1	Premises budget
Main entrance access	Ramped access available.	Review door mechanisms.	1	Site manager
Steps/ramps/lifts	Ramps in place; no lift required.	Improve step edging and handrails.	2	Capital works
PEPs	PEPs in place for pupils requiring them.	Review annually.	Ongoing	Staff time
Accessible toilets	Two accessible toilets available.	Maintain and review.	Ongoing	Premises
Evacuation systems	Auditory alerts in place.	Install visual alerts.	2	Capital funding
Wayfinding/hearing loop	Signage present; no hearing loop.	Install portable loop.	2	Premises
Signage	Routes are signed.	Review readability annually.	1	Premises
Furniture	Specialist furniture available.	Audit annually.	1	SEND budget
Layouts	Layouts allow movement.	Review with staff.	Ongoing	Staff
Corridors	Meet width requirements.	Maintain unobstructed routes.	Ongoing	Site
Calming rooms	Spaces available.	Formalise use.	1	Staff
Buddies	Peer support used.	Formal buddy system.	1	Staff
Noise reduction	Considered where required.	Room acoustics review.	3	Premises

AIM 3 Improving the provision of information to all.				
Provision of Information Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Reception training	Staff trained informally.	Provide formal accessibility awareness.	1	CPD
Admissions meetings	1:1 meetings offered.	Embed as standard practice.	Ongoing	Staff
Alternative formats	Provided on request.	Advertise availability.	1	Office staff

Assistive tech awareness	Staff familiar with common tools.	Refresher training.	2	CPD
Website access	All letters uploaded.	Audit compliance annually.	1	Admin
Electronic reports	Reports shared electronically.	Continue.	Ongoing	MIS
Technology access	Software available.	Review annually.	2	IT
Events accessibility	Support offered when needed.	Proactive offer.	1	Staff