



Accessibility Plan

Policy in effect from: September 2023
Review Date: September 2026



Statement of intent

This plan outlines how Mighty Oaks 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 Equality 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust 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 Head of School and other relevant members of staff.
- Local Academy Committee and Trust Board.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Local Academy Committee will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head of School will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of School and Local Academy Committee to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head of School in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Local Academy Committee will undertake an Accessibility Audit every two years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing 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 Academy Committee 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 Academy Committee 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 Academy Committee 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.

Accessibility Plan

Planning Duty 1 Access to the curriculum

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p> <ul style="list-style-type: none"> • Teaching adapted by teachers for all pupils to be successful. • Resources are tailored to meet the needs of pupils who require support to access the curriculum for example by providing readers, scribes, using computers to complete work. • Visual timetables provided in all classrooms. • Curriculum and lessons respond to pupil diversity. • Lessons, displays, resources and assemblies include examples of people with disabilities. • Ongoing staff training & training in specialist areas when necessary. • Support to improve provision from specialist services e.g. Educational Psychology, Learning Support, Speech & Language. • Progress is tracked for all pupils, including those with disabilities. • Support staff are allocated to classes and timetabled to meet the needs of children. • Access arrangements for assessments. • Targets are set effectively and are appropriate for pupils with additional needs. 	<p>Head teacher</p> <p>Senior leadership team</p> <p>SENCO</p> <p>Teachers</p> <p>Support staff</p>	<ul style="list-style-type: none"> • Incorporate quality-first teaching in all lessons. • Staff training in adaptive teaching. • Staff training in disability awareness where appropriate to reflect diverse needs of pupils within the school and anticipatory duties. • Use of resources to increase pupil participation. • Purchase technology as required for pupils with disabilities. • School staff to be trained to make best use of available technology. 	<p>Ongoing and as needed</p>	<ul style="list-style-type: none"> • All children can access the curriculum. • All children make progress in line with whole school expectations.

<ul style="list-style-type: none">• Disability sports e.g. boccia featured in the curriculum.• Specialist resources purchased as necessary e.g. writing slopes, pencil grips, footrests, overlays etc.• ICT equipment including iPads• Support from Local Authority Hearing Impairment (HI) and Visual Impairment (VI) Teams, as and when required.• All pupils encouraged to participate in music, drama & P.E.• After-school clubs and school trips are accessible for all pupils.• Risk assessments completed• Bronze Ambassadors organise events ensuring access for all.				
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Planning Duty 2

Access to the physical environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Improve and maintain access to the physical environment.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Wide corridors & doorways. • Electromagnetic doors. • Improvements to blinds. • Disabled parking bays. • Disabled toilets & showers and changing facilities. • Tables, shelves and pegs are accessible height. • Quiet rooms and spaces available. • Specialist resources purchased as necessary. • Health & safety audits. • Clear evacuation procedures • Well lit entrances and exits, free from hazards 	<p>Head teacher</p> <p>Senior leadership team</p> <p>SENCO</p>	<ul style="list-style-type: none"> • Monitor accessibility and clarity of signs around school. • Monitor awareness of independent access. • Clear identification of room functions. • Plan classrooms in accordance with pupil need. • Organise resources within classrooms to reflect pupils' needs. • Incorporate accessibility into any proposed structural alternatives. 	<p>Ongoing</p>	<p>All areas of the school, internally and externally are accessible to all children.</p>

Planning Duty 3

Access to information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<p>Improve the delivery of information to pupils/families with a disability or learning need.</p> <p>Our school uses a range of communication to ensure information is accessible as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • School newsletter • Website with accessibility mode. • Use of Widgit symbol visuals in classrooms. • Information provided in simple language. • Differentiated texts. • Using multi-media resources. • Scribing/transcription. • Coloured overlays. • Word banks. • iPads. • Font size and page layout adaptations. • Large print resources. • Easy-read texts. • Clear internal signage. 	<p>Head teacher</p> <p>Senior leadership team</p> <p>SENCO</p> <p>Teachers</p> <p>Support staff</p>	<ul style="list-style-type: none"> • Use of resources to increase pupil participation. • Purchase technology and other resources as required for pupils with disabilities. • School staff to be trained to make best use of available technology. • Staff to make website updates. 	<p>To be reviewed annually and ongoing</p>	<p>Information will be presented in a way that is accessible for all children and their parents.</p>