



# Accessibility Plan 2024-2027

<b>Category</b>	Compulsory under Equality Act 2010
<b>Next Review Date</b>	Every 3 years unless changes to legislation 2027
<b>Policy Availability</b>	Academy Website
<b>Officer Responsible</b>	Principal

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### 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to identify the actions the school intends to take over a three-year period to increase access for those with a disability in three key areas:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of the school to increase the extent to which students with a disability can take advantage of education, facilities and associated services
- Improving the availability of accessible **information** to students with a disability

### 2. Vision and Values

Shireland Collegiate Academy Trust is an inclusive trust that highly values a holistic approach to supporting all staff, students and their families.

Everyone who works with and for the Shireland Collegiate Academy Trust does so because they believe in children and want their futures to be happy and successful.

This approach is underpinned by our values of Innovate, Inspire, Collaborate which are supported by our core behaviours.



### 3. Aims

The key objectives of this plan are:

- To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students and prospective students with a disability
- To provide a caring and friendly environment without discrimination of any kind
- To provide resources to cater for the needs of individual students
- To promote and understanding of disabilities throughout the school

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.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The school has included a range of stakeholders in the development of this accessibility plan, including students, families, staff and governors.

### 4. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The school is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

### 5. Monitoring arrangements

This document will be reviewed every **3** years

This document may be reviewed and updated more frequently if necessary and if changes to legislation require it.

This document will be approved by the individual school Standards and Performance Committee.

## 6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Increase access to the curriculum for students with a disability</b>					
Appropriate staff training regarding SEND and inclusive practices is provided	All trainee teachers (School Direct/Teach First/PGCE) are provided with a bespoke SEND and Inclusion training day run by the Director of SEND at the S-CAT Trust. All new staff joining the Academy are provided with a session on SEND and inclusive teaching by SENCo.	To create a bespoke SEND CPD with appropriate training to meet the needs of the SEND cohort and needs of staff. Training to be booked and organised with external agency support.	SENCo Assistant Principal with responsibility for CPD	2024-25 CPD calendar to be organised by November 2025 2025-2026 CPD calendar to be published by November 2026 2026-2027 CPD calendar to be published by November 2027	All staff have an understanding in their roles and responsibilities with regards to inclusive practices and understanding of the needs of SEND students
Liaison with primary school providers and education establishments to prepare for the new and midyear transfer of students	Annual SEND transition programme including: - SENCo in-person visit to each feeder primary school with a SEND student (May-June) - Liaison with Sandwell Inclusion Support service delivery team to receive transition information (June-July) - Scrutiny of data/information from Primary to enable creation of SEND Passport and sharing of information to teachers prior to Summer School (June-July) - Additional supported transition opportunities if required (June/July) - Creation of SEND passport and information sharing at the new intake SEND information evening (Sept-Oct)	Each subject will analyse their curriculum and purchase appropriate resources and make reasonable adjustments for students to access the curriculum. Resources to be purchased to ensure curriculum is accessible for all students in cohort. Inclusion Department to acquire a bank of suitable resources to cover general learning and ICT which can be	SENCO, PE, Science, Design lead	September 2026. Ongoing.	Students are able to access the curriculum due to support from appropriate resources

		requisitioned by teachers and/or students as required. PE, Science and Design to acquire equipment and resources and make appropriate adjustments for all learners to access the curriculum. Risk assessments to be completed.			
Adaptations to the KS3 curriculum to meet the needs of individual learners	L4L curriculum designed to support transition from Y6 to Y7 and to prepare students for GCSE by creating a structure that allows for collaborative learning and planning adaptations for student groups. Increased planning time that is collaborative ensures that we provide lesson adaptations which are appropriately personalised and differentiated to meet the needs of a range of students Providing work in several formats (digital, paper, etc) ensures work is accessible to all learners in a format that is appropriate to them.	Ensure that there is shared planning time within curriculum time in order to allow for adaptations and personalisation to take place.	SENCo Directors of L4L Heads of Department Teaching Staff	Ongoing	Needs of all learners met enabling positive outcomes
Adaptations to the KS4/5 curriculum to meet the needs of individual learners	KS4/5 curriculum designed to support students to achieve academic success and to meet the needs of students for transition into Post 16 education and the transition to university, the world of work or apprenticeships Personalised curriculum to reduce the number of subjects for students with the highest	Scrutinise the appropriateness of provision for students with a personalised curriculum to ensure it meets the needs, targets and EHCP outcomes.	SENCo SLT	Ongoing	Needs of all learners met enabling positive outcomes... P8 for students with SEND to be moving more in line with other students and to have continual closing the gap

	needs in line with advice from external professionals.				
Provision of bespoke support and intervention to increase access to the curriculum	<p>A range of interventions are in place to provide support to meet the needs of individual learners including:</p> <ul style="list-style-type: none"> <li>- Pastoral support</li> <li>- BMS support</li> <li>- SEMH interventions</li> <li>- SLCN interventions</li> <li>- SALT programmes</li> <li>- Cognition and Learning</li> <li>- Physical and Sensory</li> <li>- Preparing for Adulthood/Nurture Provision mapping in place using Sandwell Inclusion Support Excel document.</li> </ul>	To implement a more bespoke numeracy intervention programme.	SENCo Inclusion Department	July 2027	Students able to access an appropriate evidence-based intervention for Numeracy
		To implement a more robust method of intervention recording and reviewing using the online Provision Map software.	SENCo and Assistant SENCo	December 2027	All staff can follow the graduated response (Assess, Plan, Do, Review) for children with SEND
		To create and implement a more bespoke Preparing for Adulthood programme.	Trust Director of SEND SCA/TCA/WBCA Assistant SENCos	July 2027	Student completion of Vocational Profile ready for phase transfer. Preparing for Adulthood provision meets the EHCP requirements.

<p>Appropriate use of specialised equipment to benefit individual students and staff</p>	<p>All students are provided with a laptop/device to use throughout the Academy Day. Specific students are provided with a range of class support equipment to meet their individual needs including:</p> <ul style="list-style-type: none"> <li>- Writing boards</li> <li>- Coloured overlays</li> <li>- Pen grips</li> <li>- Specialist pens, pencils, rulers, scissors</li> <li>- Radio Aid</li> </ul>	<p>To review the range of adapted equipment in practical subjects (Art, DT and PE) required for students with sensory and/or physical difficulties</p>	<p>Heads of Department</p>	<p>April 2027</p>	<p>Audit completed by HOD</p>
		<p>To increase the range of specialist resources available in practical subjects.</p>	<p>Heads of Department</p>	<p>May 2027</p>	<p>Resources purchased</p>
		<p>To develop the quality of use for provided specialist resources via training/support.</p>	<p>SENCo</p>	<p>December 2027</p>	<p>Increase access to the curriculum Needs of all learners are met</p>
<p>Inclusion of students 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</p>	<p>All students are given the opportunity to access any activities which they wish to, utilising teacher support and/or Inclusion staff support.</p>	<p>To create a specific and personalised risk assessments for high needs children that can then be adapted for trips, activities and clubs. To liaise with external agencies, identifying training needs and implementing training where needed.</p>	<p>Assistant SENCo</p>	<p>July 2027</p>	<p>Increase in student attendance to activities Increased confidence from teaching staff Evidence that appropriate considerations have been made</p>

extra-curricular provision					
Review policies to ensure they reflect inclusive practices and procedures	The Academy currently follows Trust wide policies and/or localised school-based policies as required. All policies are included on the Academy website	Revisit all policies to ensure they comply with the Equality Act 2010	Trust Director of SEND and Trust Governance Team	Ongoing throughout 2024- 2025 at point of policy renewal with SPC	All policies clearly reflect inclusive practice and procedures

Aim	Current Practice	Actions to be taken	Responsibilities	Timescale to complete action	Success Criteria
<b>Improve and maintain access to the physical environment</b>					
<p>Improve the physical school environment</p>	<p>An access audit has been undertaken (Oct 2023) to review current practices within the school.</p> <p>This considers the following issues;</p> <p>Approach and car parking</p> <p>Routes and external level changes including ramps and steps</p> <p>Entrances including reception</p> <p>Horizontal movement</p> <p>Vertical movement</p> <p>Doors Washroom facilities</p> <p>Fixtures and fittings</p> <p>Means of escape</p>	<p>a) Tarmacking to front car park and some areas in the playground.</p> <p>b) Review of access points to main building to explore what options are available.</p> <p>c) Relay uneven slabs to ramp.</p> <p>d) Install additional handrails to areas identified.</p> <p>e) Add markings to external steps where identified.</p> <p>f) Reverse door closer to Art Office.</p> <p>g) Replace door gear to reception door.</p> <p>h) Review reception signage (visual &amp; tactile)</p> <p>i) Review colours and textures to corridor areas.</p>	<p>Principal SLT Senior Estates Manager</p>	<p>a) Work to be completed during 2025 to be planned in sequence with re-roofing works.</p> <p>b) longer term review 2025/26.</p> <p>c) To be completed in current academic year.</p> <p>d) To be completed in current academic year.</p> <p>e) To be completed in current academic year.</p> <p>f) To be completed asap.</p> <p>g) To be completed 2026.</p> <p>h) Longer term review 2025/26.</p> <p>i) Longer term review 2025/26.</p> <p>j) To be completed in current academic year.</p> <p>k) Longer term review 2025/26.</p> <p>l) To be completed 2025.</p> <p>m) To be completed by December 2025</p>	<p>Work planned in the coming 12 months will ensure that the physical environment is maintained and as accessible as possible to all. Longer term plans and reviews will take place to further enhance the existing arrangements and guide the Academy so that all future physical improvements consider the needs of all.</p>

		<p>j) Install signage to indicate lift area.</p> <p>k) Review textures and colours to disabled toilet areas.</p> <p>l) Review refuge points and carry chairs to main building.</p> <p>m) Fire awareness training for all staff through iAMcompliant.</p>			
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Aim	Current Practice	Actions to be Taken	Responsibilities	Timescale to Complete Actions	Success Criteria
<b>Improve the delivery of information to students with a disability</b>					
Enable improved access to written information for students, families and visitors	All families are provided with written information and communication electronically via Edulink to allow for home magnification. Paper copies can be provided upon request to the admin team. All students are provided with laptops within school and can access Immersive Reader to adapt text to their reading preferences. All families have access to Immersive Reader when accessing letters via Microsoft Forms (used for all Academy responses).	To create and offer information in alternative formats such as large print upon request	Admin Team Heads of Year SENCo	Ongoing	Evidence that appropriate and reasonable adjustments have been made.
Enable improved access to the Academy website	Website provides information to families and is separated into clear sections/areas.	To add accessibility features to the Academy website. To ensure navigation around the Academy website is clear.	Admin Team	July 2025	Additional accessibility features available on the Academy website.
Ensure that reasonable adjustments have been made for families with disability, medical or other access needs when information is provided in school	The Academy has accessible meeting and conferencing facilities - located in close proximity to reception. The Academy will provide a translator for families in meetings as required.				Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support students with their education

