ACCESSIBILITY PLAN

THIS POLICY WAS APPROVED BY THE LOCAL ADVISORY BOARD ON:	
THE POLICY OWNER IS:	ACLE ACADEMY
THIS POLICY WILL BE REVIEWED BY THE LOCAL ADVISORY BOARD IN: (UNLESS EARLIER REVIEW IS RECOMMENDED BY THE TRUST)	AUTUMN 2026
POLICY VERSION/DATE:	V7. AUTUMN 2024
SIGNED BY THE CHAIR OF THE LOCAL ADVISORY BOARD:	MATTHEW ARROWSMITH-BROWN
RATIFIED BY THE BOARD OF TRUSTEES	
SIGNED BY THE CHAIR OF TRUSTEE BOARD	

THE EQUALITY ACT 2010 STATES:

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils and their parents.

REASONABLE ADJUSTMENTS:

The duty for schools is set out below:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Definition of Disability:

A person can be described as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001(SENDA).

Acle Academy has key duties towards persons with disabilities, under the Equalities Act 2010:

• To not treat disabled pupils, parents or carers less favourably for a reason related to their disability.

• To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

• To plan and make reasonable adjustments to the school buildings.

• To promote positive attitudes towards disabled persons.

• To take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The production of a disability equality scheme and an accessibility plan will promote equality of opportunity for disabled people. Acle Academy recognises the importance of involving disabled people fully in the development of our disability scheme. Schools are required to resource, implement and review their accessibly plan as necessary. This plan will be monitored and evaluated by the governing body.

Acle Academy's policy on equal opportunities and disability is to ensure that there is no race discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without disability.

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a child with any disability can undertake virtually all, if not all, of the same activities and curriculum as other students. Students with learning difficulties and those who need extension to their learning are given suitable additional help following consultation. Improvement to the school site and buildings have incorporated provision for disability in adults and children. This plan outlines the ongoing review and evaluation process and our aims to improve our facilities and access arrangements.

As a place of employment Acle Academy will strive to meet the needs of all staff and to support their full inclusion into the workplace. When necessary, adjustments are undertaken to enable staff to fully access all areas of the school.

The purpose of Acle Academy's Disability, Equality Scheme and Accessibility Plan will be to assess and evaluate the present provision; to systematically remove all barriers in all areas of the school. This will eradicate any disadvantages experienced by those people with disability.

Plan:
Intended Outcome:

To ensure our curricular provision is accessible by all students throughout the school regardless of disability.

For all SEND students to achieve their full potential and their particular disability to have not been a barrier in their access to learning or have negatively affected their educational outcome.

For all SEND students to be able to acknowledge that they have been a valued member of Acle Academy and the local community with a sense of achievement and self-worth, ready to take the next step in their chosen career path.

We will do this by ensuring our curricular provision is accessible to all students throughout the school regardless of disability by:

- Providing Detailed Care Plans and ensuring Key Workers are in place for selected SEND students with sensory and physical needs.
- Making sure SEND passports are in place where necessary for SEND students with particular needs.
- Timetables and associated rooming are created with due regard to a student's physical ability/issues regarding access arrangements.
- Purchase of specialised equipment/resources to allow the students to fully access the curriculum.
- Making sure access arrangements are in place for exams which could mean the use of a reader/scribe/overlay/enlarged text/additional time/prompter/own room/computer.

Intended outcome:

Improving the environment to increase the extent to which students with disabilities can take advantage of the facilities. To ensure that any new build has addressed all issues surrounding DDA and accessibility to the curriculum.

All new buildings to comply with the building regulations 2010.

We will achieve this by:

- Planning and carrying out a thorough review to ensure that the building is DDA compliant.
- Any new building enables access to all students, employees and visitors to the site irrespective of level of impairment.
- Continuing to monitor the physical environment to identify areas that may require attention or repair.

Intended outcome:

Ensuring that students with disabilities are provided with the appropriate sources of information so that they are not disadvantaged.

We will achieve this by:

- Students, staff and visitors can request Acle Academy information in an appropriate format, e.g. large print.

Items already completed from previous versions of the accessibility plan:
Ramps have been installed in hall / gym area (Summer 2007)
The refurbished dining hall has been accessibly checked (Autumn 2010)
Improved name and numbering of all doors (2023)
Stair edges and door handles have been made more visible for visually impaired students (July 2017)
Advice has been sought from sensory support for visually impaired and hearing-impaired students (July 2017)
Vertical supporting beams and stair edges have been made more visible for visually impaired students (Spring 2021)

Monitoring, evaluation and review:

The responsibility for ensuring that the school adheres to this policy and that this policy is periodically reviewed rests with Governors of Acle Academy. The mechanism by which the school will assess the impact of the current policy will be by thorough evaluation of the site and monitoring the educational outcomes of students with a disability.

The Equality Policy and Accessibility Plan are formed by the involvement and consultation with or based on advice from:

- Students
- Parents
- Staff
- Governors
- External Agencies (Sensory Support, School Nurse, etc.)
- Premises Management Team

ORIGINAL:	SUMMER 2004
FIRST REVISION:	NOVEMBER 2007
SECOND REVISION:	FEBRUARY 2010
THIRD REVISION:	SUMMER 2013
FOURTH REVISION:	SUMMER 2017
FIFTH REVISION:	DECEMBER 2018
SIXTH REVISION:	SUMMER 2021
SEVENTH REVISION:	AUTUMN 2024