



ACET ACCESSIBILITY PLAN

DOCUMENT CONTROL		POLICY LEVEL	
APPROVED BY	GOVERNING BOARD	APPROVED DATE	December 2023
BUSINESS/CURRICULUM LEAD	ASSITANT ESTATES MANAGER/SENDCO	AUTHOR	Sarah Cooper/Selena Booker
NEXT REVIEW DATE	December 2026	FREQUENCY	EVERY 3 YEARS
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
V1	December 2020		
V2		Contextual information added relevant to integrated resource	



ACET ACCESSIBILITY PLAN

1-year period covered by the plan: 2023-2024

Aston Community Education Trust is committed to providing a fully accessible environment which values and includes all pupils/students, staff, parents and visitors regardless of their 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.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
 - 'substantial' means more than minor or trivial
 - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
 - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’ *(Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech & Language impairments, ADHD)*

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Aston Community Education Trust (ACET) plans, over time, to increase the accessibility of provision for all pupils/students, staff and visitors to the academy.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils/students with a disability, expanding the curriculum as necessary to ensure that pupils/students with a disability are as equally prepared for life as are the able-bodied pupils/students. This covers

teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits.

- It also covers the provision of specialist aids and equipment, which may assist these pupils/students in accessing the curriculum.
- Improve the delivery of written information to pupils/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame. Further websites developments will sites are easy to navigate, providing easily accessible information.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the Single Equality Policy.

The Accessibility Plan will be published on each academy's website.

The ACET complaints procedure covers the Accessibility Plan.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:

- not to treat disabled staff and pupils/students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils/students, so that they are not at a substantial disadvantage;

- to plan to increase access to education for pupils/students with disabilities.

This plan also takes into account the Equality Act 2010 and needs to be read in conjunction with the Public Sector Equality Duty policy and the SEND Code of Practice 2015.

Definition of disability:

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.’ (Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech & Language impairments, ADHD)

Vision and Values:

- ACET aims to ensure equality of opportunity for all its pupils/students and staff and it follows that pupils/students with disabilities or prospective pupils/students, are not treated less favourably than other pupils/students or prospective pupils/students, for reasons relating to their disability.
- Please read this in conjunction with the SEND Policy.

Information from pupil/student data and academy audit:

The latest information regarding pupils with special educational needs and disability for the academy can be found on the staff secure intranet.

The main priorities in this plan:

Increasing the extent to which pupils/students with disabilities can participate in the academy’s curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.

- Where necessary, support will be given by inclusion, led by the Special Educational Needs Co-ordinator (SENDCO).
- The academy employs Teaching Assistants to support pupils/students with disabilities. They work closely with outside agencies, putting into practice recommendations which are written into Individual Health Care Plans and/or Education and Health Care Plans
- The academy facilitates services from a range of agencies for all pupils/students and their families.
- The academy has a 10 place KS2 integrated resource for pupils with and EHCP and primary need of ASC/ Communication and Interaction difficulties (known as The Aviary)

Improving the physical environment of the academy to increase the extent to which pupils/students with disabilities can take advantage of education and associated services:

- Pupils/students and staff with disabilities have access to all learning areas. Ground floor classrooms and/or lift provision are provided as required to ensure full access for all pupils/students.
- The academy has disabled toilet facilities for pupils/students and staff.

Improving the delivery to pupils/students with disabilities of information that is provided in writing for pupils/students who are not disabled:

- Where necessary, all hand-outs, letters, timetables and electronic resources etc. will be made available in suitable format for pupils/students with disabilities.

Improving Physical Access Target	Action	Outcome	Timescale	Success criteria	Monitoring/Review
Ensure no student is excluded from accessing the premises including the field and quad garden.	Conduct an annual audit of academy premises taking into account the specific needs of any student either	School premises and classrooms are accessible to all pupils/students	Annual audit and update	All pupils/students can access the curriculum	By academy leaders

	current or prospective.				
Improving Curriculum Access Target	Action	Outcome	Timescale	Success criteria	Monitoring/Review
<p>Ensure that teaching the needs of all learners through effective implementation of personalised guidance for pupils/ students with specific needs, in keeping with the 2014 SEN Code of Practice which states that: 'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.'</p>	<p>All teaching staff access and implement in full, the guidance provided by SENDCO and Inclusion team relating to pupils/ students with specific leaning needs, as set out in the grids for learning</p> <p>Whole academy staff CPD will offer all colleagues training and support on accessing and using the grids for learning, and on successful ways to plan, to ensure needs of all pupils are met within lessons</p>	<p>All teachers are able to meet needs of all pupils/students with regard to accessing the curriculum</p>		<p>Drop in lesson observation evidence indicated the needs of all learners are being met.</p> <p>Training sessions are completed throughout the academic year.</p>	<p>Middle leaders/ LT/ Principal/SENDCO</p>

	Monitoring of pupils timetables who access mainstream teaching via the IR to ensure interventions do not restrict the national curriculum offer for these pupils.				
--	--	--	--	--	--

Making it happen

- This plan will be reviewed by governors annually
- This plan should be read in conjunction with other policies such as:
 - SEN policy
 - H&S policy
 - Single Equality policy
 - Child Protection and Safeguarding Policy

Improving Curriculum Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure consistently high quality in-class support for pupils/students with SEND, meeting the needs of all learners and ensuring implementation of recommendations set out in Individual Health Care Plans and Education Health and Care Plans	<p>Regularly review the deployment of Teaching Assistants (TAs)</p> <p>Review the role of TAs in the classroom</p> <p>Access to training for identified needs</p>	Improved attainment and progress for pupils/students with SEND		Learning walk and lesson observation evidence indicates that Teaching Assistants provide consistently high quality support and that the needs of all pupils/students are being met across the curriculum	Middle Leaders / LT / Principal/SENDCo
Ensure accessibility of laptop provision and any further IT equipment in all lessons for pupils/students identified as requiring ICT support.	Teachers to ensure arrangements are in place to facilitate laptop/IT packages access for all pupils/students requiring ICT support	Improved attainment and progress for pupils/students with SEND		All pupils/students with SEND who require ICT support can access the curriculum and achieve.	Class Teacher

Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils/students	The academy will continue to be a fully inclusive environment		Whole academy community is aware of issues relating to access.	By Principal / Inclusion Team / SENDCo

Continue to ensure that the needs of pupils/students with SEND are met and seen to be met.	Continually review policy and procedures relating to SEND. Continue to develop and implement support for pupils/students as set out in Individual Health Care Plans, and Education Health and Care Plans acting on recommendations from medical and other professionals	Improved attainment and progress for pupils/students with SEND, including those with specific medical needs		Needs of pupils/students with SEND, including those with specific medical needs, are addressed by all teachers Pupils/students with SEND feel supported. Data analysis shows progress for pupils/students with SEND in line with expectations and targets.	By Inclusion Manager/ SENDCo
--	--	---	--	--	------------------------------

