

### Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers 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 want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions 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

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

## Legislation

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> <li>Our academy offers an adapted curriculum for all pupils in the classroom</li> </ul>	All staff have access to GL CAT 4 reports and Learner Passports outlining the strategies required to support them and meet their needs ensuring a student-centred approach	In the academic year we will re-implement our adaptive teaching training and coaching.	SM	Ongoing	All students, including those with a disability, will be access a broad and balanced curriculum daily and make good progress. All learning activities will be accessible and adapted using adaptive teaching strategies to meet their needs as required. Staff will use adaptive teaching strategies to meet the needs of students effectively and know their students' needs.
	<ul style="list-style-type: none"> <li>To ensure students' needs are met through the use of Adaptive Teaching through 7C's Judith Carter Model</li> </ul>	Students are screened on arrival in the academy to ensure any previously unmet needs are met.	Staff will engage in de-escalation and trauma informed practice training.	SM/SGR/all staff	Ongoing	One-page profiles for each student shared with staff, students and parent/carers will effectively communicate how to meet the student's needs.
		Students displaying behaviours which might indicate unmet needs are assessed.	Quality assurance will have a SEND guarantee to ensure that the quality of provision for SEND students is excellent.	CLs	Ongoing	
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils</li> </ul>	Students disabilities are taken into consideration in practical subjects such as PE, STEM and Food and	Regular training on the 7Cs model/Adaptive Teaching will be provided for all staff.	SGR	Ongoing	Student subject progress will show the impact of adaptive teaching.

	<p>who require support to access the curriculum</p>	<p>adjustments are made to ensure that every child has access to the full curriculum. Examples include:</p> <ul style="list-style-type: none"> <li>- Access arrangements in place for assessments and exams for students who require adaptations (scribes, extra time, use of laptops/reader pens)</li> <li>- Technology used within the classroom to support student with accessing information and recording ideas (reader pens/laptops)</li> <li>-Use of coloured paper and overlays, dyslexia friendly fonts and backgrounds for resources/interactive whiteboards</li> <li>- Scaffolding and chunking of information and tasks</li> <li>-Visual prompts, demonstrations and aids (including the use of dual coding)</li> <li>- Movement breaks and sensory breaks for students</li> <li>-1:1 checks and explanations with simplified and repeated instructions as required</li> </ul>	<p>Learner passports are reviewed termly for each student to update information/strategies for support and resources required and shared with parent/carers. Updated versions are shared with staff.</p> <p>Engage with support provided through Specialist Teacher Services, Educational Psychologist and EHC Plan Co-ordinators.</p>	<p>SM/CLs</p>	<p>Ongoing Review Autumn 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum 2025 shows how we are building on current good practice to provide a curriculum for all.</p> <p>Student voice indicates that students are thriving in the classroom. Students with disabilities will feel fully included in all lessons and speak positively of their access to the curriculum.</p> <p>Data will indicate that students with disabilities are making at least as much progress as students without disability.</p> <p>Student voice will indicate that students are thriving in the classroom.</p> <p>Published reports will reflect that appropriate progress is being made by targeted individuals</p>
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	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	Our Mirrors and Windows Diversity Curriculum ensures that there are examples of disability throughout the curriculum.	Student voice conversations held termly to gather suggestions from students and improve accessibility further.	KXS	Ongoing	Students with disabilities will feel fully included in all lessons and speak positively of their access to the curriculum.
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	SLT and SENDCO Quality Assurance of the curriculum and HOY review of report progress data is central to establishing that adaptive practice is having strong impact.	Academic performance of SEND students will be tracked to ensure that no students is being left behind.	SM/SGR	Ongoing	Student subject progress will show the impact of adaptive teaching.
	<ul style="list-style-type: none"> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>		Parent voice and suggestions gathered through termly meetings, SEND coffee mornings and student Annual reviews.	SGR	Ongoing	All stakeholders will have an opportunity to contribute their views
	<ul style="list-style-type: none"> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>		Curriculum Review '24 will be faithfully enacted to ensure the curriculum in all subject areas meets the needs of all learners.	SM/SGR/CLs	Ongoing	Students with severe Learning Needs will follow an adapted curriculum regardless of key stage and in full agreement with all stakeholders
<ul style="list-style-type: none"> <li>To ensure that the curriculum is appropriately</li> </ul>	All teachers are trained in how to use a variety of adaptive teaching methods,	Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of	SENDCO and Teaching and Learning Lead	Ongoing	Access to the national curriculum for all will be increased	

	<p>adapted for all pupils</p>	<p>using the 7Cs Judith Carter Model.</p> <p>Techniques used are: -  concise instructions,  chunking key information,  asking learners to  paraphrase, using visual  prompts, paired work,  sentence starters and word  banks, modelling, social  stories, knowledge  organisers, scaffolding, a  variety of creative resources,  calming/sensory aids,  sensory breaks, laptops, ear  defenders and rewards.</p>	<p>curriculum delivery through  effective adaptive teaching.  This year specifically  focussing on strengthening  neuro-inclusive practice.</p> <p>Staff supported through  access to appropriate training  and resources such as EEF  and Judith Carter 7Cs as well  as a through ATTI and TQEA  PD offer and coaching</p>	<p>SENDCO and  Teaching and  Learning Lead</p>	<p>Ongoing</p>	<p>Adaptive teaching methods and  the use of the 7Cs Judith Carter  Model will be further embedded</p>

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the <b>physical environment</b> of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	<ul style="list-style-type: none"> <li>To have strong awareness and understanding of the needs of the community.</li> </ul>	<p>Access to HR to discuss needs.</p> <p>SEND student records are widely published.</p> <p>Risk assessment, where appropriate.</p>	Ongoing review and analysis.	APB/AE/SGR	Ongoing	<p>TQEA is and will continue to be a fully accessible environment for its community to include support for VI and HI students and family members, wheelchair access, scooter access to all floors</p> <p>Learner passports, risk assessments and PEEPs shared with staff/students/ parents and carers will effectively communicate how to meet the students' needs</p>
		<p>Thorough transition process for students joining the academy in year 7 each year to gather information on needs from local primary schools and ensure adjustments are in place for the start of the school year.</p>	<p>Audit of needs and adjustments required to support different student needs in preparation for start of academic year will be completed in a timely manner each year.</p>	Transition lead/SGR	Summer term each year in preparation for start of academic year.	<p>Learner passports, risk assessments and PEEPs shared with staff/students/ parents and carers will effectively communicate how to meet the students' needs</p>
		<p>For students joining mid-year with additional needs and disabilities, meetings will be held with the student and parent/carers to gather information regarding</p>		ACM/relevant HOY/SGR	Ongoing	<p>Learner passports, risk assessments and PEEPs shared with staff/students/ parents and carers will effectively communicate how to meet the students' needs</p>

		adjustments required to support them.				
	<ul style="list-style-type: none"> <li>To ensure access to IT Facilities</li> </ul>	Colour filters, accessible rooms, adaptable work stations as per the provision of a PFI built school	IT Technician training and substantive filtering and monitoring processes with half termly action planning and QA	AK/SR	Half Termly	<p>IT facilities will be fully accessible to all students regardless of need</p> <p>Students who require adaptive technology will have access to this for different lessons.</p>
	<ul style="list-style-type: none"> <li>To maintain, review and improve our environment to suit needs.</li> <li>Adapt the environment and escape routes in fire/lockdown to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height</li> </ul>	<p>Our building is modern and is designed to meet DDA.</p> <p>We have access ramps for wheelchairs, disabled parking bays, disabled toilets and changing facilities, accessible library shelves, elevators and corridor width designed within the requirements of DDA.</p>	Audit of equipment across subjects and suitability/accessibility completed each term. Any issues with equipment not being in full working order will be reported in a timely manner so the issue can be resolved.	APB/ATT Estates Team	Ongoing	<p>TQEA is and will continue to be a fully accessible environment for its community to include support for VI and HI students and family members, wheelchair access, scooter access to all floors</p> <p>Students will be able to access the learning environments fully with adjustments made so they fully participate in lessons across the curriculum.</p>
	To ensure students and staff members with physical needs can safely leave the building in the event of a fire/lock down.	<p>Fire risk assessment annually by Essex Fire.</p> <p>All roles and responsibilities clearly communicated.</p>	<p>Last review reported no actions required.</p> <p>Each drill is reviewed for areas for improvement.</p>	APB/ ATT Estates Team	Ongoing	No single individual in the staff team will be at risk when alerting the entire academy to a lockdown and all stakeholders will have absolute confidence in the security measures

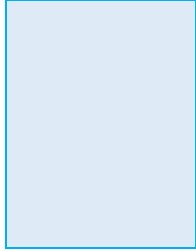


		<p>Fire drill and lockdown curriculum for students and staff.</p> <p>Regular practice drills.</p> <p>All students (and staff members) who require support with movement around the building (physical, hearing, visual needs) have Personal Evacuation Plans (PEEPS) in place. These are written with the student and reviewed each year. They are shared with parents.</p> <p>Each student with a PEEP is walked through their escape routes and procedures at the start of term to help prepare them in the event of a fire/lockdown.</p> <p>All students (and staff members) who require support with movement around the building</p>	<p>Continue to work with Estates to establish a central lockdown alert system.</p> <p>Fire drill/lock down processes will be practiced throughout the school year so students are familiar with the procedures.</p> <p>PEEPS will be written for all students who join the academy throughout the year who require support to exit the academy.</p> <p>Staff who support students will be aware of the PEEPS in place and will regularly practice procedures.</p>			<p>All students who require PEEPS will have them in place and be aware of the processes in place to help them exit the academy safely in the event of a fire/lockdown</p> <p>All staff will be aware of students with PEEPs and know the procedures in place</p>
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		(physical, hearing, visual needs) have Personal Evacuation Plans (PEEPS) in place. These are written with the student and reviewed each year. They are shared with parents.  Specific staff in the academy are EVAC Chair trained and will support students in leaving the building. EVAC chair training will be regularly reviewed.				
e.g. hearing accessibility	We ensure that BSL interpreters are present at parents' evenings for parents with hearing difficulties.  Fire alarm beacons are colour coded.	TQEA now has established links with reputable providers and can plan pro-actively to support the relevant families thereby enhancing our service and reputation for accessibility  Consider differentiation of colour codes for Lockdowns when beacons are linked up to an appropriate electronic lockdown alarm system	DiW/Pastoral/ SR/SGR  APB/Estates Team	Ongoing  Awaiting Estates attention	Interventions to support VI and HI will be pro-active rather than reactive	
e.g. lighting to facilitate effective signing (hearing/speech)	Lighting meets DDA requirements.		APB/Estates Team	Ongoing		
Example Ensure accessibility to IT equipment	Use of magnifying lenses and anti-glare lenses for the iPads installed	Research and implement the use of software to aid the	SENDCO and IT Technician	August 2025	Children with visual impairment will be able to interact with IT equipment, adding an	

			visually impaired when using the iPads			additional tool to enable accessibility to IT equipment.
<b>Overarching aim</b>	<b>Aim</b>	<b>Current Good Practice</b>	<b>Strategies to continually improve accessibility</b>	<b>Responsibility</b>	<b>Date to complete actions by</b>	<b>Success Criteria</b>
Improve the availability of <b>accessible information</b> to pupils with disabilities	<p>Our academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>In addition, we have covered accessibility through the use of lap-tops and i-pads to support normal ways of working</p> <p>Those who struggle with dyslexia/ dyslexia traits have easy access to colour overlays, colour books/ educational materials and there is a register to inform teachers of the requirements for these individuals so that provision is pro-active</p>	<p>In the instance of individuals requiring support with the induction loop system, training should be provided for a nominated group of staff to incl. IT technician and SENDCO and SEND team</p> <p>Braille accessibility should be prepared for with an individual identified, informed and trained on how to provide the facility</p> <p>Students who require increased font size resources will have this noted on the one-page profiles for staff awareness. Exam papers in enlarged print will be requested for GCSEs/A Level exams.</p>	SGR/KH/SR	Autumn 24	<p>All parents, carers and wider family groups will have improved access to all information pertaining to the TQEA community</p> <p>Information shared within the academy for students will be accessible and available for all students.</p>

			<p>Visual aids will be provided for students who require them to access learning and key information.</p> <p>We will consider: Students, different needs, adult needs, staff needs and parent/ carer needs</p>			
	<p>Written materials will be available in a variety of different supportive formats</p>	<p>The academy currently works in collaboration with the LA and Integrated Care Partnership to screen for visual impairments and conditions and ensures that written resources are available in a variety of fonts, sizes and colours to aid students' needs</p>	<p>The academy will ensure the school newsletter and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.</p>	Principal	Ongoing	<p>Delivery of Academy information to parent and carers, as well as the local community will be improved.</p>
	<p>Parents with PR, who are not carers for their children will have access to school information pertaining to their children as per legal remit</p>	<p>DLAC ensures knowledge of legal arrangements pertaining to each child and family contact to ensure that no child or parent suffers anxiety through missing out on information sharing regarding the child and their school community.</p>	<p>Information to be recorded on CPOMs as case work n vulnerable students and thereby be available to all staff who are working in support of the student and their wider family</p>	DLAC	Ongoing	<p>The needs of these parents will be identified so that they will have full access to the academy community.</p>



### **Measuring the Impact of the Policy**

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.