



Accessibility plan

Sharnbrook

Academy

Approved by: Clare Raku

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Sharnbrook Academy aims to treat all its pupils fairly and with respect. Our school is fully committed to inclusive education. This involves providing access and opportunities for all pupils, without discrimination of any kind.

We set the highest possible standards of education and care for all our students, and create an environment where students feel, safe, secure, achieve well and enjoy their learning. Students feel valued and are encouraged to make positive contributions to the school and the wider community. We provide our students with every opportunity for personal, emotional and intellectual growth, aiming to ensure that every student fulfils their potential and can excel.

The plan will be made available online on the school website, and paper copies are available upon request.

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 school has carried out accessibility planning and this plan aims to:

- Increase the extent to which disabled students and those with special educational needs can participate in the curriculum, with the aim of full and inclusive participation for all
- Improve the physical environment of our school to enable disabled students to take better advantage of education, benefits, facilities and services offered by our school
- Improve the availability of accessible information to disabled students, those with special educational needs, parents/carers and visitors.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Multi-Academy Trust Governing Body, academy staff and students.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0-25 Years (DfE, 2014) says students have a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of students of the same age; or

Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age, or would do so if special educational provision was not made for them.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	A broad curriculum offer that maintains an appropriate balance of academic and vocational provision Work with other educational providers to widen opportunities further Curriculum choices (at the end of year 8 and year 11 for key stages 4 and 5 respectively) are discussed in depth with students and carers wherever possible	Yearly curriculum audit with curriculum manger and SENDCo, with a focus on SEND student provision SENDCo to build and maintain links with other schools/colleges colleges and FE/HE providers SENDCo facilitates meetings between teachers and student/parent/carers ensuring full emphasis is on student/parental choice, with the school making appropriate reasonable adjustments to ensure that needs are met	Deputy Principal Curriculum and SENDCo	Summer term 2025	Curriculum audit completed Students accessing an appropriately differentiated curriculum

	Student laptops are available for those students who have difficulty with writing/reading their writing. We provide reading pens / voice activated learning resources where appropriate to support learning. In correspondence with North Northants Local authority, students within this authority, through Hopsital and Outreach can be referred for AV1 robot technology to reintegrate students back into learning and lessons.	ICT support services are fully consulted regarding the needs of individual students to ensure that the best technology is both identified and introduced.	ICT is used to support pupils learning, where computer screens, text size and font, use of audio support can be adjusted as appropriate. Staff to understand the range of technologies potentially used in the classrooms, and to plan and prepare for the smooth application.	IT Team and SENDCo	Ongoing	Evidencing successful use of ICT equipment effectively around the school.
	We use resources tailored to the needs of pupils who require support to access the curriculum. Staff are trained and updated throughout the year through CPD sessions and updates on One Page Profiles agreed with students and their parents/carers.	Resources on tables and walls support multi-sensory learning e.g. topic word banks, visuals, concrete resources, such as number lines, mini white boards School marking policy praises content and (although encouraged) does not solely focus on spelling and/or punctuation Displays in classrooms of keywords and information to support organisation and revision. This includes	Regular classroom audits to ensure that displays etc. are fully inclusive to meet the needs Learning Walks to ensure that 'The Sharnbrook Way' is fully embedded in every classroom.	Teachers/HODs SENDCo Leadership team	Ongoing	Students are supported appropriately and bespoke, in accordance with professional and medical advice, using outlined strategies in OPP.

		visual timetables in classrooms. Symbols, examples of work and print outs are used wherever possible to support written information. Evidence around the school celebrating pupils' achievements and showing what they know, demonstrably includes the achievements of students with disabilities and special educational needs				
	For examinations and assessments, the appropriate access arrangements are applied for and introduced in accordance with JCQ guidelines	Students have their access arrangement needs identified, and as their normal way of working, ready for external examinations.	Organise external assessor to assess students. For teaching staff to be informed and supported to apply these in the classroom, in preparation for examinations To build a portfolio evidence to support the need for access arrangements for identified students	SENDCo Exams Team Teachers	Ongoing	Students to have access arrangements that are equitable and allow them to achieve their target grades.
	Curriculum progress is tracked for all pupils, including those with a	Use of data tracking packages (4Matrix, internal RADAR data	Deputy Principal Outcomes/SENDCo to	Deputy Principal	Summer	Leaders are confident that students are making appropriate

	disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed annually to ensure it meets the needs of all pupils.	tracking) to ensure that data is scrutinized by teaching staff and the leadership team.. Academic targets are set based on cognitive ability, with no limit set on what a student can achieve with the appropriate support All students are able to progress from key stage 4 or 5 into further education or training Careers advice and guidance adopts the eight Gatsby Career Benchmarks for all students, including those with a disability	meet regularly to identify if academic attainment is being compromised through insufficient provision for effective curriculum access. Regular progress reports provided to parents/carers The SENDCo uses links with the Careers Coach and FE/HE education providers to identify opportunities for disabled students	Outcomes and SENDCo Data Team SENDCo Careers Coach	2024 Various checkpoints throughout the year (dates vary depending on year group) Annually, with opportunities for further Careers coaching	progress Progress reports are shared with parents/carers for all students. All students have access to careers coaching.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wheelchair-accessible	The physical environment presents no barrier to full curriculum access for all students. Where access facilities cannot be introduced	Regular site audit with the site manager and SENDCo against the needs of existing pupils with equipment such as ramps, hoists and lifts fit for purpose	Site manager SENDCo	Summer 2025 – with flexibility for mid year audits if required	Site audit completed

	lifts • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Appropriate timetabling to ensure classroom access	due to site constraints, classes will be retimetabled into fully accessible classrooms Needs of disabled students are reviewed regularly with students and parents/carers to ensure the school is meeting their needs The location of disabled changing and toilet facilities, as well as parking bays are under regular review, with the school committed to providing alternative/additional locations as required	Additional reviews undertaken to ensure the needs of students new to roll are met Liaison with external agencies and local funding authorities to ensure that medical and educational recommendations are implemented and fully compliant with The Equality Act 2010 Adjustable tables will be provided if appropriate Science/tech benches will be adapted to wheel chair needs if required			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is fully accessible to all. This includes • Use of Edulink to support communication between the school, students and parents/carers • Internal signage that includes both symbols and words in large font on contrasting backgrounds • Large print resources are made available for all lessons and also for	The school recognises that the effective acquisition of information is essential for all students; for those with a disability the school is committed to ensuring that both the quantity and quality of information received is equivalent to that for non-disabled pupils. To ensure all students are socially and academically included within the school	Site audit to review signage (informational and directional) Full staff training in use of resources for visually and auditory impaired students, as appropriate Upgrade of the school electronic visual information systems to include rolling information banners and also sound The school will monitor the effective sharing of	SENDCo Teachers TAs Exams Team	Ongoing	Site audit Clear communication identified as a strength by parents and carers

	assessments and internal/external examinations • ICT resources are effectively deployed to support learning and dissemination of information • Braille resources will be used where appropriate for students with a visual impairment • Induction loops are installed where appropriate to support the learning of students with auditory impairment • Pictorial or symbolic representations are used wherever possible within classrooms and around the site to support the written word • One page profiles, for selected SEND students are produced. Information including support strategies, interests etc. are composed by staff/student/carers are used by all staff	environment.	information with parents who require additional support.			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by **Clare Raku**

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication [here](#)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy [here](#)
- Examinations policy, including exams access arrangements [here](#)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

