



The Birley Academy
A L.E.A.D. Academy

ACCESSIBILITY PLAN

*L.E.A.D. Academy Trust
2023-26*

POLICY/PROCEDURE MANAGEMENT LOG

Document	Accessibility Plan
Author	Helen Tunney/Claire Hickman
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1. Aims

1. 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.
2. 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.
3. At The Birley Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
 - Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
4. As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:
 - Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
 - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies).
5. At The Birley Academy we believe in cultivating a culture of respect, collaboration, and open-mindedness. Our ethos is rooted in this commitment to providing a safe, nurturing, and stimulating environment where we know each other as individuals, and we value each other. This involves providing access and opportunities for all pupils without discrimination of any kind.
6. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.
7. The plan will be made available online on the school website, and paper copies are available upon request.
8. Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
9. The school supports any available partnerships to develop and implement the plan.
10. Our academy'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.

11. This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

12. 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](#).
13. 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.
14. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and under the [Equality Act 2010](#), 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'.
15. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.
16. 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, altering processes or requirements or the provision of an auxiliary aid.
17. This policy complies with our funding agreement and articles of association

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 an adapted curriculum for all pupils. We use resources adapted to the needs of pupils who require support to access the curriculum.	Short term To liaise with Primary providers to review admissions before the start of academic year	To identify pupils who may need additional provision.	Transition leader/SENDCO	Ongoing	Appropriate procedures/provision are in place. Staff are fully aware of the needs of students.
	Curriculum resources include examples of people with a disability. Curriculum progress is tracked for all pupils, including those with a disability.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies.	Headteacher SLT SENDCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To establish close liaison with parents and external agencies	To promote engagement, collaboration and participation of all key stakeholders.	Headteacher, SLT and SENDCO	Ongoing	Engagement and involvement. Effective communication.

		To ensure pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and SENDCO	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist Teachers/ external agencies
		<u>Medium Term</u> To review SEND provision and attainment of pupils	Analyse data on termly basis. Attend SEND Review meetings.	SENDCO, Teachers, Inclusion Team	Termly	Termly report to indicate progress
		To promote the involvement of students with disabilities in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher/ external agencies	Ongoing	Variety of planned activities that reflect the needs of pupils.
		<u>Long Term</u> Review targets within the Accessibility Plan and deliver findings to governing body.	Evaluate accessibility plan. Modify/adapt accordingly.	Headteacher/Governing Body	Ongoing	An accurate representation of the school's needs.
Improve and maintain access	The environment is adapted to the needs of pupils as required. This includes:	<u>Short term</u>	Ensure all classrooms have well maintained accessible desks.	All staff	Ongoing	All classrooms are accessible for learners in wheelchairs.

to the physical environment	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height • Door entry system • Sensory areas 	Height adjustable desks in all classrooms to aid wheelchair uses.				
		Access to all floors via lifts for students in wheelchairs.	PEEPs in place. Evacuation chairs Supervision where identified.	SENDCo, SLT, Fire Marshall, Inclusion Team	Ongoing	Children have access to all areas of schools and can be safely evacuated in the case of an emergency.
		To enable students to access an adapted hygiene suite that meets their self-care needs.	Trained staff. Equipment maintained. Advice gained from external agencies.	Site Team, SBM, SLT, SENDCo, Inclusion Team	Ongoing	Students are provided with a safe and dignifying environment to support their basic needs.
		<u>Medium Term</u> To ensure delivery of sport is effective and accessible.	National Governing Bodies have been consulted and have delivered units of work.	SENDCo, Curriculum leader - PE	Ongoing	CPD for staff. All students have an understanding of inclusive sport.

Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) • Hearing loop to support students with cochlea implants. • Ipads • Reading Pens • Magnifier • Writing slope 	<p>Short Term To liaise with External Agencies to ensure adjustments are made – Hearing Impaired Service, Visually Impaired Service, occupational therapist, EPS.</p>	Ongoing support and CPD from external agencies. Training kept up to date in line with legislation/guidance.	SLT, SENDCO, Inclusion Team	Ongoing	Staff will be well trained and students will have full access to a broad curriculum.
		To train staff in the support of using hearing loops.	Training scheduled with Hearing impairment team. Transitions well planned at key points within the year.	SENDCO, Inclusion Team, teaching staff	ongoing	Transitions will be well managed enabling students to access learning. Staff are confident in using Hearing Loops.
		<p>Medium Term To provide staff with an – understanding barriers students with disabilities may be facing</p>	Training is planned in line with student’s needs. Staff voice considered to gain an understanding of areas of development.	SLT, SENDCO	ongoing	Staff will feel confident when supporting children with SEND. QFT will reflect good practice.

4. Monitoring arrangements

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

19. It will be approved by The Birley Academy Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	3 stories	Two lifts in place.	Site manager	
Corridor access	Wide uncluttered corridor	Safe movement plan	All staff	
Lifts	Two lifts	Lift passes available	Site manager	
Parking bays	4 parking bays	Signage in place	Site manager	
Entrances	Automatic double doors	Ensure fully functional	Site manager	
Ramps	PE Facilities	Clear pathway	Site manager	
Toilets	Hygiene suite 6 accessible toilets – dual opening	Locked – staff have keys	Site manager	
Reception area	Automatic doors Lift access Different leveled counter	Ensure fully functional. Clear pathway	Site manager	
Internal signage	Large print signage available	Placed at key points around school	Site manager	
Emergency escape routes	PEEPS in place Evac chairs Refuge plans	Documents shared with staff. Training attended by relevant staff	SLT, SENDCO, Inclusion Team	