



L.E.A.D. Academy Trust

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Radford Academy Accessibility Plan

Date: September 2023

Policy date Jul 2023
Review date: Sept 26

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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Radford Academy 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.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Radford we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Radford Academy serves a very diverse community. This is a positive aspect of the academy makeup. Diversity is celebrated across the curriculum and through wider school activities. All pupils, regardless of race, ethnicity, beliefs, background or disability have access to a relevant and appropriate curriculum and are included fully in school life.

The academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

The academy complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility, the procedure sets out the process for raising concerns.

The structure of the accessibility plan complements and support the academy equality objectives. Stakeholders were consulted in the development of the accessibility plan, including pupils, parents, staff and governors.

The plan is available online on the academy website. Paper copies are available upon request.

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.

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>		
Increase access to the curriculum for pupils with a disability		<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		
Objectives	Actions to be taken	Person responsible	Completion Date	Success criteria
<p><u>Short term</u></p> <p>To improve communication with Nursery providers to review admissions before the start of academic year</p>	<p>Set up a point of contact at all feeder Nursery providers</p> <p>Identify pupils who may need additional provision</p> <p>Radford staff to visit, observe, discuss needs & provision.</p>	FS leader/SENCO	July 2024	<p>Appropriate procedures/resources / provision are in place</p> <p>Records have been shared</p> <p>SEND register is updated</p>

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Objectives	Actions to be taken	Person responsible	Completion Date	Success criteria
To ensure subject policies show that appropriate adaptations meet the needs of CYP with SEND.	<p>To monitor, evaluate and review current statutory policies</p> <p>To research effective pedagogies for the teaching of learners with SEND.</p>	Headteacher SLT SENCO	July 2024, reviewed annually thereafter.	Policies reviewed to ensure curriculum meets the needs of all pupils
To promote engagement, collaboration and participation with parents/carers and school	To establish close liaison with parents through regular contact (meetings, workshops, coffee mornings) in order for them to support their children's learning at home.	Headteacher, SLT, SENCO, class teachers	December 23, review termly thereafter.	<p>Engagement and involvement of all groups of parents.</p> <p>Parents are confident to communicate with school</p> <p>Questionnaires show parents feel part of their child's learning</p>
To ensure full access to the curriculum for all children as appropriate to their needs.	<p>To review curriculum, resources, training of teachers and support staff.</p> <p>CPD for all staff on B Squared</p> <p>Subject leaders ensure that all pupils have access to their subject as appropriate to their needs and abilities. Put actions in place as required and evaluate termly.</p> <p>Seek advice from specialist staff as required.</p> <p>Develop a better understanding of a wider range of needs (dyspraxia, dyscalculia)</p>	Headteacher, SLT and SMT SENCo	July 2024, review annually thereafter. Jan 2024	As a result of evaluation and actions implemented, all pupils can access the curriculum according to their ability.

Aim		Current good practice <i>Include established practice and practice under development</i>		
Improve and maintain access to the physical environment		<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Create a purpose built enhanced provision. • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system 		
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To improve the physical environment to allow access for all pupils	<p>Annual audit of the environment</p> <p>Attend transition meetings for new students who need specific support in school.</p> <p>KS2 playground improvement to ensure needs of all pupils met when planning.</p>	Head Teacher/SENCO	<p>On-going</p> <p>October 2024</p>	Environment maintained and accessible to all

Aim		Current good practice <i>Include established practice and practice under development</i>		
Improve the delivery of information to pupils with a disability		Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) 		
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure we communicate in an appropriate way so all pupils can access information and be included	Liaise with Support agencies as required to develop staff skills	SENCO/ All staff	Ongoing	All pupils can access the curriculum and make their needs known and make progress

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 the SEND link governor and Headteacher

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
- Special educational needs (SEN) information report
- 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 storeys	All on one level. No steps to access building	None		
Corridor access	All corridors are wide enough to allow wheelchair access easily.	None		
Lifts	No lifts	None		
Parking bays	1 disabled parking bay.	None		
Entrances	Entrances to classrooms from playground to be made wide enough for wheelchair access.	All doors from classroom to playground to be replaced in phases.	HT / Site Manager	YR5 /6 Sept 2022 YR1/2 Sept 2023 YR 3/4 Sept 2024
Enhanced provision	Reconfiguration of space of rooms beside the sports hall to create a learning space for pupils with HLN. Create enhanced provision.	Architect to draw up plans after consultation with HT and Senco. Work to start in July 2023.	HT/ LEAD Estate Dev Manager	Sept 2023

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		<p>Visit other schools with enhanced provision to see good practice.</p> <p>Order furniture and resources.</p>		
Disabled changing facilities.	To create a space for pupils to be changed with easy access in to and out of changing facilities.	Liaise with LA to support with planning and build.	HT, Site Manager, LA	Sept 2023
Toilets	One disabled toilet in the main building and one disabled toilet in the sports hall.	None		
Reception area	New Reception area to be easily accessible by all. Include lower hatch for those in wheelchairs to speak to office staff.	Create a lower hatch suitable for wheelchair users	Headteacher	September 2026 Accessible Reception area complete
Signage	Yellow strips to mark areas and exit routes clearly and suitably marked for disabled people	Advice from support agencies to identify what would be supportive and required.	Headteacher	July 2024
Emergency escape routes	Clearly marked and all exits allow for wheelchair users.	Clearly mark exits	Site Manager	March 2024