



ASPIRE
Academies Trust

**ACCESSIBILITY STATEMENT
AND PLAN 2022-2025**

Reviewed: Spring 2024

Review Frequency: Annual

Approved by: Board of Trustees

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements for Academies as specified in Schedule 10 of the Equality Act 2010.

Aspire Academies Trust are committed to providing an accessible environment which values and includes all pupils, 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.

Aspire Academies Trust plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the Academies.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- School Improvement Plan
- Equality and Diversity Policy
- Health & Safety Policy
- Admissions & Attendance Policy
- Supporting Pupils with Medical Needs Policy
- SEND Policy
- Curriculum policies
- DfE Guidance

Legislative Context

The Equality Act 2010 details Schools' duties around accessibility for disabled pupils. Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

1. The Trust has a duty to:

- Improve access to the physical environment of the academies, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the Academies and physical aids to access education.

- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school 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 in accessing the curriculum.
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Action Plan

In line with legislation, the Accessibility Plan will be drawn up to cover a three-year period. The Action Plan for physical accessibility relates to the Access Audit of the Academy. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Commitment to Publish

Information about our Accessibility Plan will be published on the Academies' websites.

Roles and Responsibilities

The Aspire Board of Trustees

- Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented Trust wide.
- Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plans across the Trust.

The CEO

- Will inform and update the Board of Trustees of the implementation and progress of the Accessibility Plans Trust wide
- Will ensure the Principals carry out their delegated responsibilities with regards the implementation, review and reporting on progress of the Accessibility Plan.

The Local Advisory Body

- Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented within their Academy.
- Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plan in their Academy.

The Principal

- Will carry out their delegated responsibilities with regards the implementation, review and reporting on progress of the Accessibility Plan.
- Will inform and update the Executive Principal and Local Governing Board of the implementation and progress of the Accessibility Plan within the Academy.

Appendix 1
Improving Physical Access based upon Access Audit

Item No:	Item	Activity	Timescale	Responsibility	Cost
1	Main School car park	Repaint disabled bays	6 Months	Premises Team	£ 300
2	Dining Hall	Access control key pads to high for disabled users. Install ACT entry system.	6 Months	Premises Team	£2000
3	Classrooms doors	Install thumb turns for quick release on exit.	3 Months	Premises Team	£500
4	Classroom Windows	1 side of the building has an issue with sunlight glare. Install film to reflect the sun.	9 Months	Premises Team	£1500

Appendix 2
Improving Curriculum Access

Target	Strategy	Outcome	Timescale	Responsibility
<p>To continue to ensure those with SEND needs are able to access the curriculum and make progress in-line with their peers</p>	<p>Ensure low attaining SEND pupils either attend the Jigsaw or Poppy Hub / receive adequate support in class</p> <p>Ensure laptops / ipads are available for those children who find writing difficult, so they can articulate their learning</p> <p>Ensure coloured paper is available so teachers can photocopy worksheets etc. on most suitable paper; enabling greater access to learning</p> <p>Ensure specialised equipment is available for those with fine-motor skills needs, so they can articulate their learning</p> <p>Ensure each classroom has the capacity to cater for a “safe space” table if required</p> <p>Ensure ADPR Meetings are scheduled at least twice a year, so the needs of the child are regularly being monitored</p> <p style="text-align: center;">ADPR Meetings</p> <p style="text-align: center;">SLT Meetings</p> <p style="text-align: center;">Monitoring</p> <p style="text-align: center;">Parent / School Communication</p>	<p>SEND pupils’ needs supported and they make progress in-line with their peers.</p> <p style="text-align: center;">Improved engagement in school.</p> <p style="text-align: center;">Improvement in attendance.</p> <p style="text-align: center;">Improve the wellbeing for SEND pupils.</p>	<p style="text-align: center;">2025</p>	<p style="text-align: center;">Principal</p> <p style="text-align: center;">Deputy Principal</p> <p style="text-align: center;">SLT</p> <p style="text-align: center;">Inclusion Lead</p> <p style="text-align: center;">Subject Leads</p> <p style="text-align: center;">Teachers</p>

Appendix 3
Improving the Delivery of Information

Target	Strategy	Outcome	Timescale	Responsibility
<p>To ensure all parents can access information on the newsletter as a result of learning needs, e.g. Dyslexia</p>	<p>Newsletter to be emailed in full colour and black and white, so all parents can access information</p> <p style="text-align: center;">Move to Microsoft Sway</p> <p>Large print copies of the newsletter are available upon request. Parents to be notified if they would like to request this</p> <p>Printed copies of the newsletter available upon request for those parents who do not have access to a tablet, phone laptop etc.</p> <p style="text-align: center;">Admin meetings</p> <p style="text-align: center;">LAB meetings</p> <p style="text-align: center;">Parent / Visitor feedback</p> <p style="text-align: center;">SLT Meetings</p>	<p>Improved parental engagement</p> <p>Parents can access information and support their child with day-to-day school-life</p> <p>Improved communication with parents</p> <p>Use of Microsoft Sway will enable parents to access the newsletter aligned to their needs, e.g. choice of font etc.</p>	<p>2025</p>	<p>Principal</p> <p>Admin</p> <p>SLT</p> <p>INCo</p>