

## 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                                                                                                            |
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| Increase the extent to which pupils with disabilities can participate in the <b>curriculum</b> | ATTFE to maintain not having a learner eligibility criteria for courses to ensure a truly inclusive curriculum                                         | ATTFE currently enables learners to access courses without eligibility criteria. Initial assessments are carried out at the start of learning along with learner journey guidance to support learners having the best starting point  | Reducing barriers to enrolment from the location point (eg. In a shopping centre) to having staff helping to complete enrolment forms with the learners.                      | Governors/SLT   | Ongoing                     | Increased enrolment numbers for people with disabilities                                                                    |
|                                                                                                | To have a diverse curriculum that supports the local needs of the communities we serve. To provide a variety of courses from family learning, tailored | The curriculum is reviewed regularly to ensure it meets the needs of all learners and the communities we serve. This is done through learner voice, class visits, link governor visits and through partnership / stakeholder feedback | Curriculum discussions each term with key stakeholders to hear feedback and listen to any further barriers that need to be tackled / dissolved to ensure it is more impactful | Curriculum team | ongoing                     | Positive feedback from stakeholders which affirms that the curriculum is having impact within the communities that we serve |

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|  | learning and formal qualifications from entry level, to level 5.                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                               |                          |         |                                                                                                                                       |
|  | Staff are fully aware of the individual needs of learners and understand it is their responsibility in meeting these needs | Staff CPD programme with a large focus on SEND to ensure tutors are well trained and knowledgeable to support learner needs. Class and individual learner profiles are in place to support effective planning.                                                                                                                                                                                                   | Continue to provide staff CPD with a core focus on SEND.                                                                                                                                                                                      | SENDCo & QE team         | May 25  | Staff engagement within the CPD sessions will be high with evidence of CPD learning routinely demonstrated in classroom environments. |
|  | To ensure that the curriculum is differentiated for all learners                                                           | <p>All tutors are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.</p> <p>All learners undertake initial assessments and diagnostics.</p> <p>Learning takes account of each individuals starting point and builds from there.</p> <p>Initial assessment outcomes routinely checked to ensure that learners are on the right / appropriate level of learning.</p> | Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening neuro-inclusive practice. | QE team, SENDCo & tutors | ongoing | Increase in learners accessing the wide and varied curriculum at ATTFE College                                                        |
|  | A range of resources tailored                                                                                              | Learners can access a range of learning materials so their                                                                                                                                                                                                                                                                                                                                                       | Build on the resources currently in place to continue                                                                                                                                                                                         | SENDCo & tutors          | ongoing |                                                                                                                                       |

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|  | to meet the learner's needs are available to enable all learners to access the curriculum.                              | needs are met and they make good progress. Examples include differentiated resources such as coloured overlays, IT equipment and enlarged handouts.<br><br>Learning visits and reviews to sense check that this approach is having a positive impact and learners are making good progress | to support individual needs effectively                                                                                                                                     |                                        |          | All learners make progress towards their outcomes.                        |
|  | Exam access arrangements are planned for those eligible                                                                 | Learners are assessed and appropriate access arrangements are put in place                                                                                                                                                                                                                 | Develop further processes and add in capacity with an additional staff member to support                                                                                    | SENDCo & Exams Officer                 | March 25 | Effective exam timetabling with secure access arrangements in place       |
|  | To ensure that all tutors have secure recognition of learners' individual needs                                         | Learners benefit from small class sizes and a more tailored bespoke programme to support progress and achievement                                                                                                                                                                          | Monitor and bid for additional funding                                                                                                                                      | Principal/ SLT                         | ongoing  | ATTFE is funded appropriately to meet learners needs                      |
|  | Learners with disabilities and medical needs have fair access to trips, extra-curricular activities and work experience | Review all risk assessments for trips to ensure they include a full evaluation of the risk specific to learners with disabilities and medical needs. Work experience activities will be planned that meet and match learners' skills, interests and abilities                              | Training to staff around completing risk assessments and audit work to take place each term. Continuous work to build partnerships to support work placement opportunities. | Head of PoS & Business Support Manager | ongoing  | All learners access trips, work experience and extracurricular activities |

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|  | Personalised targets are set effectively and are appropriate for learner's individual needs | All learners have their own ILP (individual learning plan) with regular tutor reviews regarding progress towards targets | Staff training around target setting to ensure effective targets are set. Monitoring will take place as part of the QE annual cycle. | QE team & tutors | ongoing | Learners are able to achieve their personal targets and make good progress |
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| Overarching aim                                                                                                                                                            | Aim                                                                                  | Current Good Practice                                                                                                                                                                                                                                                                                                                                                                                                                   | Strategies to continually improve accessibility                                                                                          | Responsibility                                | Date to complete actions by | Success Criteria                                                                |
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| 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 | To ensure that all venues used by ATTFE are safe to use and fully accessible to all. | <p>All buildings used by ATTFE provide the required access to meet the Equalities Act and the needs of the community that the college serves.</p> <p>All venues used by ATTFE are checked by an external company, Safety Measures, to ensure they are safe to use.</p> <p>ATTFE shares 2 of its main sites with Sutton and Dukeries Academies.</p> <p>Lifts are available to reach teaching areas that are not on the ground floor.</p> | Link Governor for H&S to actively visit ATTFE learning environments once a term to ensure ATTFE is maintaining safe and accessible areas | Principal, Business Support Manager & Estates | Continually under review    | Learners are able to consistently access all teaching environments within ATTFE |

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|  | ATTFE to ensure that all staff and learners can safely evacuate the building in the event of an emergency       | Ensure staff and emergency services are aware of those requiring assistance to evacuate the buildings. Copies are accessible to relevant tutors and caretakers.                     | Termly PEEP plan reviews conducted by the ATTFE link H&S governor. Emergency evacuation procedures are practiced and evaluated. | Principal, Business Support Manager & Estates | ongoing                  | All learners can be evacuated safely in the event of an emergency                                                                              |
|  | To ensure that all learners have access to IT equipment to support their learning                               | Anti-glare screens and coloured overlay screens available as well as magnifying lenses and anti-glare lenses installed on ipads                                                     | Research and implement the use of software to aid the visually impaired when using the computers or iPads                       | SENDSCO and IT Technician                     | ongoing                  | Learners with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment. |
|  | To ensure that learners have accessible transport arrangements in place to enable them to access ATTFE College. | ATTFE to maintain a daily minibus service which operates between the Sutton and Dukeries sites. This ensures learners can reach the relevant site for their chosen course of study. | Flexibility in mini bus route planning to ensure that the impact of the mini bus is as strong as possible                       | Head of PoS                                   | Available all year round | Learners are able to access the different college sites and attend their chosen course.                                                        |

| Overarching aim                                                                       | Aim                                                                                        | Current Good Practice                                                                                                                                                                                                          | Strategies to continually improve accessibility                                                                                                                | Responsibility | Date to complete actions by | Success Criteria                                                                 |
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| Improve the availability of <b>accessible information</b> to pupils with disabilities | To ensure that communication is shared in a variety of different ways so accessible to all | ATTFE College to continue to use a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul> | We are continually reviewing the college EDI action plan to ensure information is accessible to all and a key priority. Link EDI Governor to do termly checks. | EDI Lead       | ongoing                     | Learner voice affirms ATTFE College provides accessible information at all times |

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|  |                                                                   | <ul style="list-style-type: none"> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> |                                                            |           |         |                                                                  |
|  | ATTFE to promote and celebrate inclusivity through all marketing. | ATTFE creates an image of a fully inclusive organisation                                                                                | ATTFE College marketing material to be reviewed regularly. | Principal | ongoing | ATTFE is recognised as an inclusive college that caters for all. |

### 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.