



# Accessibility Plan

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## 1. Aims

Academies 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 students can participate in the curriculum
- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

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

### **Esteem Valley Academy's principles and values:**

All students are supported by our vision and values; Relationships, Engagement, Opportunity, creating 'a culture of success' and we aim for the following:

- To ensure that all students are fully involved in academy life by identifying barriers to participation and finding solutions.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
- To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the academy.
- To regularly review and evaluate standards of attainment for SEN students. To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To have a strong commitment to equality and accessibility as laid out in the Academy Values, Vision and Aims, Equality Objectives, Anti-Bullying Policy, Behaviour Policy and Health and Safety Policy.
- To be committed to continuing staff training to enable staff to be effective in the education of young people with disabilities and / or Special Educational Needs.
- To include all students in a broad range of educational activities.
- To provide appropriate working areas as far as resources allow.
- To provide support for students to learn through class groups and staffing as far as resources allow.
- To provide therapy needs on site where available and affordable.
- To support the student's emotional and behavioural needs to facilitate educational access.
- To complete appropriate Risk Assessments for identified students where issues are identified resulting from additional needs. (Race, Sexual Orientation, or Disability.)
- To produce differentiated planning and a wide range of educational opportunities.
- To provide a relevant and appropriate curriculum for individual needs.
- To provide an organised staff and team work.
- To offer educational activities and experiences which are community based.
- To have use of a minibus to access a range of educational activities.

- To provide clear and high quality expectations of behaviour within a wide range of situations.
- To provide opportunities for the development of communication skills through an appropriate range of resources and activities.
- To work in partnership with parents and a range of agencies and services to offer, support, identify need and find practical solutions.

The plan will be made available online on the academy website, and paper copies are available upon request. Our academy is also 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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the academy.

## **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 academies 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.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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.

### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> <li>• Our academy offers a differentiated curriculum for all students</li> <li>• We use resources tailored to the needs of students who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all students, including those with a disability</li> <li>• Targets are set effectively and are appropriate for students with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• For the curriculum to include examples of people with disabilities</li> <li>• To ensure appropriate qualifications are available</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum resources to include examples of people with disabilities</li> <li>• Meet with Subject leads to evaluate qualifications currently delivered and research possible alternatives. To ensure the exams officer has registered the academy for specific exam boards with correct access requests.</li> </ul>	<p>Emma Beresford, Rebecca Hale, Ben Taylor</p> <p>K.White</p>	<p>7/2025</p> <p>7/2025</p>	<p>There will be curriculum resources which will include examples of people with disabilities.</p> <p>Students will be able to access a range of qualifications which result in positive outcomes.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To develop wide ranging options to meet the health and wellbeing needs of all students so that they are then able to access the full curriculum on offer.</p>	<ul style="list-style-type: none"> <li>• Carnegie Mental Health and Well Being Bronze Award previously held</li> <li>• Access to FASST</li> <li>• Wellbeing action plans for students that require it</li> <li>• MHWB first aid practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a new wellbeing lead for the school and work towards a new well being accreditation for the school</li> <li>• To continue to enhance the mental health and wellbeing training for all staff to further support students with MHWB challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfill the requirements of the silver award</li> <li>• Further training for staff on Emotional Wellbeing and Resilience</li> </ul>	<p>Kevin Wildrienne</p> <p>SLT</p>	<p>8/2025</p> <p>Throughout the academic year</p>	<p>New wellbeing award Achieved</p> <p>Staff will have up to date MHWB practices to further support students experiencing difficulties with MHWB</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To conduct an annual health and safety building compliance check with COO and additional learning walk with designated Governors and report back to Governing body.	Audit the provision to maintain a safe and accessible environment	Alex Pawlitta, Pete Duffy	Annually	An action plan will be drawn up, including time frames for any outstanding health and safety issues.
Improve the delivery of information to students with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Text messages</li> <li>• Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Large print letters for parents / students that require it.</li> <li>• Internal signage</li> </ul>	<p>Internal signage to be reviewed within the academy sites. Where appropriate pictorial and symbolic representations will be used.</p> <p>Respond to parental need when sending information home.</p>	<p>Emma Beresford, Rebecca Hale &amp; Heads of Centre</p> <p>Heads of Centre</p>	<p>07/2025</p> <p>When required</p>	<p>Signage will be appropriate to support the needs of the students.</p> <p>Parents are able to access the information that we are providing</p>

#### **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 Head Teacher.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy
- Anti-Bullying Policy
- Behaviour Policy
- Pupil Information Packs (PIPs)