



L.E.A.D. Academy Trust
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Sycamore Academy Accessibility Plan

Policy/Procedure management log

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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 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.

At Sycamore 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

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)

The plan will be made available online on the school 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 school supports any available partnerships to develop and implement the plan.

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.

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 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'. 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.

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.

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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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	<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>	<p>Short Term</p> <p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>Headteacher SLT SENCO</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
			<p>To promote engagement, collaboration and</p>	<p>Headteacher</p>	<p>Ongoing</p>	

		To establish close liaison with parent	participation with parents/carers and school	SLT		Engagement and involvement
		To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		Medium Term To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings	SENCO	Termly	Termly report indicate progress
		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	Headteacher SLT SENCO	Ongoing	Variety of planned activities that reflect the needs of pupils

		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher Governing Body		
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Door entry system 	To improve corridor access	Class teachers to be mindful about corridor space and displays. All staff to ensure there is enough space.	All staff	Ongoing	Corridors to be navigated safely.
		To improve access to school for parents with disabilities	Front extension to provide additional meeting room. Parents with crutches/ walking stick or wheelchairs will be able to access school easily.	Head Teacher Site Manager	February 2023	Visitors with disabilities can gain access to school safely and efficiently.
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 	To ensure signage around school is clear and communicates meaning clearly	Signs and symbols used across the school to communicate meaning	SENCO	August 2024	Signs and symbols are embedded across the school and all children are clear about what they mean

	<ul style="list-style-type: none"> • Pictorial or symbolic representations (PECS) • Use of sound field for learners with hearing impairments • Use of augmentative and alternative communication programs 					
		To enable children to communicate clearly with adults and peers	<p>Access to Speech and Language Therapy Services to develop systems</p> <p>Access to specialist services for access to AAC/ sound fields</p>	SENCO	Ongoing	

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 Local Governing Board

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