



# Strood Academy

## Accessibility Plan

### 2023-2024

Date of Issue	September 2023
Date to be Revised	August 2024

At Strood Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our Academy is important and included. We promote an ethos of care and trust where every member of our Academy community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe Academy, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors in conjunction with Leigh Academies Trust Executive are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan will be published on the Academy website.

## **Objectives**

Strood Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

The Academy recognises and values a parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Strood Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the Academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the Academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the Academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the Academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.

The Strood Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole Academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Academy Performance Agreement
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by:

- Principal
- Business Manager
- Site Manager

### **Appendix A - Strood Academy Accessibility Action Plan**

<b>Development Areas</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome and by when</b>	<b>Goals achieved</b>
Curriculum delivery	Classrooms are organised for students with disability.  The curriculum reflects understanding and tolerance of disability.	Guidance from specialists (e.g. Hearing Impairment Service, Autism Service) taken into account when arranging classrooms for maximum benefit to disabled students.  The schemes of work and tutor time projects incorporate an ethos of being all inclusive. They further reflect opportunities for debate, discussion and learning about others.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning.  Ongoing throughout the year	Students with a disability are able to access the learning environment more effectively.  Students have a raised awareness of others, their abilities and an enhanced degree of tolerance and understanding.
Curriculum delivery / Delivery of materials in other formats	SSP targets used by classroom staff and understanding of support needs (e.g. additional time requirements in practical work) understood and planned for.  Classroom staff have regard for sensory needs and learning styles of students (e.g. diagrams described and visual	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled / SEN / other identified students.	Students with a disability are able to access the curriculum more effectively.

	aids read out loud. Copies of slides and diagrams available to students).			
Academy design	Total accessibility for students with a disability was central to the building design.	Review of accessibility issues and potential obstacles in any proposed changes to layout.	All changes to building layout incorporate needs of students with a disability. Ongoing.	Building retains fully compliant status.
DDA compliant signage	Signs are clear and understandable for the visually impaired.	Replacement of signs takes account of appropriate colour schemes / size for signs.	Any new signage required must remain DDA compliant. Ongoing.	Building retains fully compliant status.
Access to all areas is provided for students with a disability	Lift access to all floors Disabled toilets on all floors	Regular maintenance / cleaning of facilities.	Ongoing.	Building retains fully compliant status