



# Accessibility Plan

## 2021 - 2024

Reviewed and updated September 2021

Lead | Empower | Achieve | Drive

Introduction



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This plan seeks to address the statutory requirements of the Equality Act 2010, which replaces the Disability Discrimination Act 1995, and to further improve all aspects of the physical environment of the academy site and other resources so that disabled students can take full advantage of the curriculum provided by the academy.

Noel-Baker Academy has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Please refer to our [SEND Policy](#) and [SEND Information Report](#) on the school website for an outline of our full provision to support pupils with SEND.

## **Vision and Values**

At Noel-Baker, teachers care and want the very best for each and every student who attends the Academy. It is our vision and belief that all our pupils are entitled to the very best provision. We value each other and every one of our students and they are at the centre of everything that we do. We recognise that everyone has unique needs and aspirations and understand the importance of providing equal opportunities within a caring and inclusive environment in which we strive to succeed and support each other allowing students to flourish and achieve.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Noel-Baker Academy is an inclusive academy that is committed to:

- Increasing the extent that students can access and participate in the curriculum.
- Improving and developing the physical environment of Noel-Baker Academy to enable students to take full advantage of their education, extra-curricular activities, facilities and services; and
- Improve the availability of accessible information to disabled students and their parents/carers.

We have excellent facilities within our site that includes disabled parking allocation, lifts at either end of the building, an accessible reception area with large circulation space and ground floor meeting rooms and disabled toilets on every floor. All floors are level and have suitable architecture that makes our buildings and grounds able to accommodate wheels chairs and visitors with reduced mobility.

## **Temporary Disabilities**



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Some students or staff may experience temporary disabilities following an accident or an illness. In the case of a temporary disability the academy will complete a risk assessment to accommodate the disability. If required, the student's or staff's timetable will be adapted and additional arrangements will be made where appropriate, for example:

- Leaving lessons early to avoid busy corridors
- Having a lift key and a buddy if unable to use the stairs
- Laptop in the case of injuries to the hand/arm
- Early lunch to avoid a busy canteen
- Have a ground floor classroom to teach in if necessary.

*We recognise that some students, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Business Manager to discuss how we can be of assistance.*

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be reviewed annually.

## **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](#), '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



## Accessibility Planning Objectives

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum.

E: Improving the physical environment so everyone can take advantage of education.

I: Improving the delivery of information so that it is accessible to everyone

Length of Goal	Objective	Accessibility Planning Code	Action	Evidence	Who	Timescale
Short Term	Make staff aware of the need to consider accessibility within their classrooms when creating layouts and seating plans that may include wheels chairs and visitors with reduced mobility.	E	Inform staff via INSET, briefings of individual student needs and through email.	Improved staff awareness.  Students who need additional support with their accessibility feel supported.	SBR /HMC	Ongoing
Short Term	Ensure that provision/SIF plans exist for all students who have medical and physical conditions which potentially could impact on their learning.	I	Provision/SIF plans to be written in consultation with students and their families	Staff awareness of provision plans and how to access them if required.  Increased staff awareness of pupils needs and needs are met.	SBR HMC	Sep 2021 - Ongoing
Short Term	Ensure that provision plans exist for all staff who have medical and physical conditions, which potentially could affect their role.	C	The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff	Staff who require support feel well supported.	MTA	Sep 2021 - Ongoing
Medium Term	Increase the progress and attainment of pupils with SEND	I	Develop a live SEND register with Student Information Files for all students.	Increased staff awareness of pupil needs.	SBR	2021 - 2022



			<p>Effective interventions that support the progress of all students.</p> <p>Train staff on strategies to use in lessons to help support pupils with specific needs.</p> <p>Seek support from outside agencies</p>	<p>Progress is effectively tracked and progress is made.</p> <p>'SEN CLINIC' for staff</p> <p>Parent numbers at workshops</p> <p>Staff, parent and pupil voice</p>		
Medium Term	Increase the progress and attainment of pupils with HI/VI/PD	C	<p>Training of staff on successful teaching strategies for encouraging progress of HI/PD/VI pupils</p> <p>Seek support from outside agencies.</p>	<p>Improved progress of HI/VI/PD pupils.</p> <p>Improved satisfaction of pupils and parents via pupil and parent voice</p>	HMC Inclusion Team	2021-2022
Medium Term	Provision of laptops for students with mobility and learning needs.	C	<p>Costings and provision arranged so students can acquire a laptop from Student Support if necessary.</p>	<p>Computer based working is available for students with access arrangements.</p>	HMC	2021 onwards
Medium Term	Greater awareness and confidence in providing teaching and learning for students with disabilities and learning needs.	C	<p>Audit of staff skills and experience and where appropriate provide training.</p>	<p>Improved teaching and learning for students with disabilities and learning needs.</p>	SBR	Ongoing
Medium Term	Ensure all identified students are assessed for exam access arrangements	C	<p>Prepare and collate relevant information to provide evidence of good practice</p>	<p>All exam access arrangements are in place and is the normal way of working</p>	Natalie Hinchcliffe	Ongoing
Medium Term	Inclusive PE to be developed to encourage students with disabilities and learning needs to access a wide range of sports.	C	<p>Intervention Lead to take the lead for inclusive PE and build links with PE staff to create healthy competition students with disabilities and learning needs.</p>	<p>Wider participation and engagement in academy PE and extra-curricular activities.</p>	HMC	Ongoing



Long Term	Develop the range of skills and experience available within the academy to allow improved access for students with disabilities and learning needs.	C	Audit of staff skills and experience and where appropriate provide training.	Wider participation and engagement in academy and extra-curricular activities.	SBR	Ongoing
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### Summary

To accomplish these actions we will:

- Continue to review the academy’s environment and accessibility through a graduated response of assess, plan, do and review.
- To continue to provide an Inclusive atmosphere where all students feel safe, secure and valued.
- To offer a broad range of extra-curricular activities that include all students, including those with disabilities and learning needs and develop further learning experiences that will develop students confidence, self-esteem and skill set.

### Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

### 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
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy.



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A L.E.A.D. Academy

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