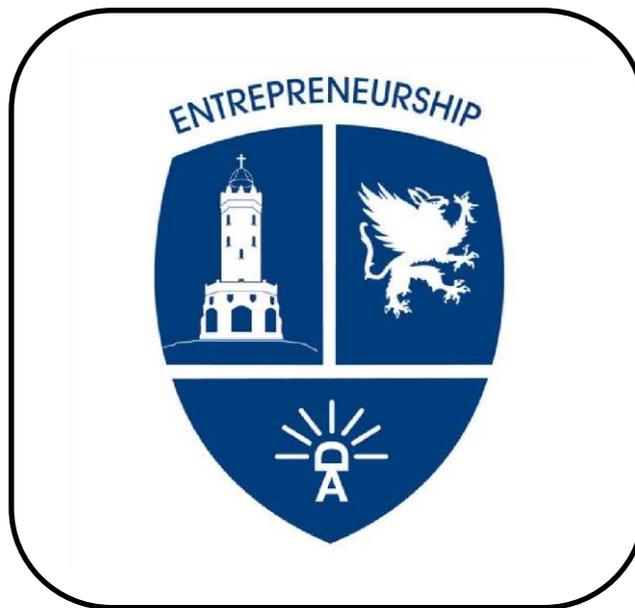


# Darwen Aldridge Community Academy



## *Accessibility Plan 2021-22*

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# Statement of intent

This plan outlines the proposals of the governing body of Darwen Aldridge Community Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

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**Signed by**

\_\_\_\_\_ **Principal**

**Date:**

\_\_\_\_\_  
\_\_\_\_\_

**Chair of Governors**

**Date:** \_\_\_\_\_

**Next review date:**

\_\_\_\_\_

# Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

|                   | Issue   | What  | Who  | When        | Outcome criteria   | Review        |
|-------------------|---|---|--|-------------|--|---------------|
| <b>Short term</b> | The curriculum needs to be made fully accessible to a range of SEND students. | <p>Teacher Toolkit training.</p> <p>Documents such as Inclusion booklet, SEND register and coloured paper list to be shared with all staff.</p> <p>Weekly SEND information and updates in bulletin.</p> | <p>Principal / Teachers / SENCO</p> <p>SENCo to meet with DOLs to look at accessibility of curriculum.</p>                   | Autumn 2021 | Management and teaching staff are aware of the accessibility gaps to the curriculum. | December 2021 |
|                   | PE needs to be made accessible for students with physical difficulties.       | PE need to provide a teaching group and appropriate accessible teaching space for students with physical difficulties.  | Specialist PE teaching staff to plan an accessible curriculum for all students including those with physical disabilities. A | Autumn 2021 | Students can access all areas of the curriculum.                                     | December 2021 |

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|  | Wave 1 teaching needs to be outstanding. | Teacher's to differentiate appropriately and report any gaps and concerns in a timely manner.<br>Staff to participate in CPD. | variety of activities to be offered.<br>Fundamentals group<br><br>Teaching staff/LSAs | Autumn 2021 | Regular observations of teaching, teaching to move towards outstanding | December 2021 |
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|  | <p>Staff members need to further develop their skills to support pupils with SEND.</p> <p>Wave 1 teaching should be outstanding.</p> <p>Teachers should be confident in allowing pupils to</p> | <p>Training programme delivered to staff to provide CPD opportunities.</p> <p>SEND representatives to be trained to deliver further training specific to faculties.</p> | <p>Principal / External advisors / SENCO</p> <p>JTY to provide a programme of support for staff particularly SEND representatives.</p> <p>SEND representatives to</p> | Autumn 2021 | <p>Staff members have the skills to support children with SEND.</p> <p>Students are independent in lessons.</p> <p>Wave 1 teaching is moving towards outstanding.</p> | December 2021 |
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|  | take ownership of their own learning and support independence. | Lesson observations to have a focus on SEND. | lead on part of faculty meetings. |  |  |  |
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| <b>Medium term</b> | School trips must be fully accessible to students with SEND including those with physical disabilities.                           | Needs of children with SEND incorporated into planning process.<br><br>Training for staff provided in relation to caring needs of students.<br><br>Appropriate risk assessments carried out. | Teachers / SENCO<br><br>JTY and inclusion support service to provide training on needs of students with physical disabilities particularly in relation to school trips. | Autumn 2021 | Planning of school trips takes into account children with disabilities.<br><br>Children with disabilities have the same access to school trips as their peers. | Spring 2021 |
| <b>Long term</b>   | Some pupils with SEND cannot access GCSE options courses in KS4.<br><br>A group of identified students cannot access GCSE options | Options and careers advice, guidance and meetings to be held, in addition to planned whole school advice to ensure students are  | SENCO   | Autumn 2021 | Pupils from the identified cohort are able to access and pass the BTEC course.   | Spring 2021 |
|                    | and need an alternative.  | on the right courses.  |   |             |  |             |

## Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

|  | Issue | What | Who | When | Outcome | Review |
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| <p><b>Short term</b></p> | <p>The school's physical environment needs to be accessible to all students.</p> <p>Desk height and door width needs to be checked to ensure that they are suitable for students who use wheelchairs or frames.</p> <p>Lifts must be maintained regularly to ensure that students with physical difficulties can negotiate their way around school.</p> <p>Students with physical difficulties</p> | <p>Audit of physical environment.</p> <p>Inclusion support service need to assess school's current accessibility.</p> <p>Specialist equipment bought and installed.</p> | <p>Site Team</p> <p>SENCo to procure inclusion support service advice.</p> | <p>Autumn 2021</p> | <p>School is aware of accessibility gaps to its physical environment.</p> <p>Relevant specialist equipment is provided so that students with physical difficulties have their needs met.</p> <p>Changing room provided.</p> <p>Fire evacuation plans to be completed for individual students and staff.</p> | <p>December 2021</p> |
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|  | need a room where<br>physiotherapy can be<br>provided. |  |  |  |  |  |
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| <p><b>Medium term</b></p> | <p>All classrooms must be suitable for students with Visual Impairments, Hearing Impairments and physical difficulties.</p> <p>Staff must be aware of how to adapt their teaching and their classroom for students with a range of needs.</p> <p>Desk height and door width needs to be checked to ensure that they are suitable for students who use wheelchairs or frames.</p> | <p>Incorporation of appropriate equipment and Braille where possible.</p> <p>Use of radio aids by teachers where necessary.</p> <p>Audit of physical environment.</p> <p>Inclusion support service need to assess school's current accessibility.</p> <p>Specialist equipment maintained</p> <p>Training programme</p> | <p>SENCO</p> <p>Site team</p> <p>VI/HI team</p> | <p>Autumn 2021</p> | <p>Learning environment is accessible to pupils with visual impairments, hearing impairments and physical difficulties.</p> | <p>December 2021</p> |
|---------------------------|--|--|---|--------------------|---|----------------------|

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|                  |  |   | provided for staff.  |             |  |             |  |
| <b>Long term</b> | <p>Children with physical disabilities need to be able to access all areas of the building – particularly students in wheelchairs.</p> <p>Children with physical disabilities need a place to have physiotherapy and to be changed, where appropriate.</p> | <p>Construction work may need to be undertaken to insert a stair lift.</p> <p>Lifts need to be maintained regularly.</p> <p>Room needs to be provided for changing and physiotherapy.</p> <p>Changing bed and hoist need to be maintained.</p> <p>Relevant staff need training on caring needs of the students.</p> | <p>Site team.</p> <p>SENCo to train relevant members of staff on caring needs.</p> | Autumn 2021 | School buildings are fully accessible. | Autumn 2021 |  |

### Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

|                   | <b>Issue</b>  | <b>What</b>  | <b>Who</b>   | <b>When</b> | <b>Outcome criteria</b>   | <b>Review</b> |
|-------------------|---|--|--|-------------|---|---------------|
| <b>Short term</b> | <p>School must make written information accessible to all students with SEND.</p> <p>Students with SpLD must be able to access all written information.</p> <p>Students with Visual Impairments must be able to access written information.</p> | <p>School should seek advice from external advisors.</p> <p>All documentation should be provided on coloured paper for students with SpLD.</p> <p>All documentation be enlarged or produced in</p> | <p>SENCO</p> <p>Teachers to ensure that written information takes into account the reading ages of the students.</p> | Autumn 2021 | <p>School is aware of local services for converting written information into alternative formats.</p> <p>All students with SEND can access written information.</p> | December 2021 |

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|                    |  | braille for students with VI.<br><br>All written information should be at a suitable reading age.  |   |             |   |               |
| <b>Medium term</b> | Written information is not accessible to pupils with English as an additional language | Work with outside agencies<br><br>Training provided for staff on ensuring that they can adapt written information for students with EAL.<br><br>EAL coordinator to be appointed. | SENCO to procure services of SEMA and to provide relevant training. | Autumn 2021 | Written information is fully accessible to children with English as an additional language. | December 2021 |

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| <b>Long term</b> | The school website needs to be accessible to students with SEND. | Website needs updating to be suitable for students with dyslexia and visual | ICT Manager and SENCo to adapt the website. | Autumn 2021 | Website is fully accessible to a range of students with SEND. | December 2021 |
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|  |  | <p>impairments in particular.</p> <p>Ilearn needs to take into account the needs of students with a range of difficulties including low reading ages.</p> |  |  |  |  |
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# Darwen Aldridge Community Academy



## Accessibility Plan

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**Adopted**

**6/2020**

Signed by

\_\_\_\_\_ **Headteacher**

Date: \_\_\_\_\_

\_\_\_\_\_ **Chair of Governors**

Date: \_\_\_\_\_

Next review date: \_\_\_\_\_