



# ASPIRATIONS

## Accessibility plan

Atlantic Academy Portland

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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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

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

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities 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 made available online on the school website, and paper copies are available upon request.

Our school 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 and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 as appropriate: the facilities manager, pupils, parents, staff.

## 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 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.

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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure that there are no physical barriers to prevent access to learning and services for students with disabilities.	As an academy, we are lucky to have had DDA aware design and provision planned for. However, we need to continue to survey the building and premises to ensure all parts are accessible to all users.		Undertake annual internal and external surveys of the Atlantic Academy site. Supply finding and costings of such survey to the governing body for further necessary actions to be planned for the following budget.	Principal and site manager to present to the governing body in June each year.		
To ensure emergency procedures include all Academy users.	Review fire evacuation procedures annually or after any incident. Produce any individual plans for any new student as required (PEEP). Ensure each teacher of any students with a PEEP is fully aware of the details.		Review PEEPS to ensure they are in place and reflect individual needs. Produce new PEEPS as required. Share PEEP with class teacher.	Principal and site assistant. On arrival of new starter PEEP		
To ensure appropriate	Provide specialist seating, supports and stools etc to		Meet with the relevant support services (E.G.	Principal as required		

equipment is provided to support disabled pupils in the classroom.	facilitate full access to the curriculum in classrooms.		Occ Health, Hearing Impaired service etc) on arrival of a new child with physical disability requiring specialist support equipment. Ensure equipment remains in excellent condition			
To ensure access for parents/ carers/ visitors/ letting users with disabilities.	Ensure that provision is made at parent consultations, student performances and other events.		Ensure provision is made for wheelchair access at events, disabled car parking is available and any other alternative arrangements that are required for access.	Event Organisers		
Ensure all students have access to the full curriculum.	Ensure teaching locations are suitable for students with disabilities and appropriately resourced with equipment (to include access to information - large print, ICT and readers, etc) and staff to meet this objective.		Review teaching locations of students with disabilities.	Principal		

## 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 Executive Operational Board.

## 5. Links with other policies

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

- 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