




Accessibility Plan

Signed	
Position	Head of School
Date Agreed	September 2022
Next Review	September 2025

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility Audit.....	8

1. Aims

The aims of this Accessibility Plan are to ensure that Centre Academy London continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to;

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of the education, facilities and services provided
- Improve the availability of accessible information for disabled students

At Centre Academy London, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

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](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

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 <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and</p>	<p>All students will be screened for literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme.</p>	<p>Screen students and then plan intervention accordingly. Train specialist staff to deliver the intervention scheme.</p>	SENDCO	January 2023	<p>All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.</p>

	<p>are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p>	<p>The curriculum will be continually adapted in response to changing needs as informed by the SENCO leads and Subject Leaders.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>Students with a disability make expected or better progress.</p>
		<p>All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.</p>	<p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p>

		As the school grows (maximum 50), continue to recruit staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled students require.	Continually review the needs of our students to identify the staff we require at the next recruitment phase.	SENDCO	Ongoing	Staff are trained and have the expertise and the right knowledge to support our students effectively.
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Research electives which are suitable for students with a disability Recommendations from OT and PT services will be actioned. Alternative and adapted	SENDCO / OT	Ongoing	All students have the opportunity to access appropriate PE activities.
			equipment to be purchased if necessary.			

4. Monitoring arrangements

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

It will be approved by the Senior Leadership Team.

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 and disability policy



Appendix 1:

Accessibility Audit

2. Learning Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular training on SEND, including outside visitors to the school will support staff in targeting support to enable and empower students. Assemblies will be in place to promote disability awareness.
2	Do you have arrangements for teachers to have the necessary training to teach and support children with disabilities if required?				Regular SEND training will be provided to all staff. Our on-site therapists – currently Speech & Language therapists, Occupational Therapist, School Counsellor and ELSA will support and cascade their expertise to our staff.
3	Do all staff seek to remove all barriers to learning and participation?				Yes, training will be given specific to the needs of the annual cohort and the planning throughout the curriculum will have an impact and be evidenced in lesson observations and student's work.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Training and support will be given to staff to deliver personalised differentiation, which in turn is evidenced in learning walks and lesson observations. This includes opportunities to develop as a citizen and in turn impact on their adult working lives.

5	Are all children and young people encouraged to take part in music, drama and physical activities?			Yes. The KS2 & KS4 provides opportunities for all students to take part in creative and physical activities. Curriculum planning caters for the abilities and needs of all students. Children are given opportunities to be included in extracurricular activities such as the Art and Drama club and regular trips and visits to the museums, theatres and events in London are carried out throughout the year, regardless of need. All students are given the opportunity to take part in the Residential trip to East Soar where students who have an interest in physical exercise and saving the environment can excel. Risk assessments enable students with complex needs to be able to access all opportunities.
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6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage activities, for example some forms of exercise in physical education?				All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual students. Further exploration of alternative PE activities will be needed in consultation with Occupational therapy services.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				Yes
9	Do you provide access to appropriate technology for those with disabilities?				Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.

11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.
3. Information Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you have the facilities such as ICT to produce written information in different formats?				Yes
2	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				We communicate with parent/carer via, regular phone calls, emails, face to face and online meetings also through weekly newsletter (electronic and paper versions available on request)