



**Aston Community
Education Trust**

SJA ACCESSIBILITY PLAN 2024-25

Promoting Equal Opportunity for All

DATE: December 24

POLICY LEAD: Miss A Davies

APPROVED BY: LGB

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1	December 23		
2	December 24	Updates in yellow.	

Vision and values

Core values of the Academy

At Springwood we have **PRIDE** in ourselves; our school; our community.

P . R . I . D . E

Positive, Respectful, Independent, Determined and Empathetic

Vision of the Academy

All pupils will become Readers for Life, Aspirational, Responsible Citizens who have PRIDE in themselves, each other and their community.

Our core values and key drivers (Readers for Life, Aspirational, Responsible Citizens, PRIDE) are embedded within the vision of the Academy. As an Academy, we are passionate that all pupils should develop these skills to become successful, happy and confident young people, ready to excel as adults. Our accessibility policy supports all pupils to develop the life-skills required to be successful young people and adults and ensure equal opportunities for all.

ACET ACCESSIBILITY PLAN

Period covered by the plan: 2024-2025

Springwood Junior Academy is committed to providing a fully accessible environment which values and includes all pupils/students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
 - 'substantial' means more than minor or trivial
 - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
 - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Aston Community Education Trust (ACET) plans, over time, to increase the accessibility of provision for all pupils/students, staff and visitors to the academy.

The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the curriculum for pupils/students with a disability, expanding the curriculum as necessary to ensure that pupils/students with a disability are as equally prepared for life as are the able-bodied pupils/students. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits.
- It also covers the provision of specialist aids and equipment, which may assist these pupils/students in accessing the curriculum.
- Improve the delivery of written information to pupils/students, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the Single Equality Policy.

The Accessibility Plan will be published on each academy's website.

The ACET complaints procedure covers the Accessibility Plan.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:

- not to treat disabled staff and pupils/students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils/students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils/students with disabilities.

This plan also takes into account the Equality Act 2010 and needs to be read in conjunction with the Public Sector Equality Duty policy and the SEND Code of Practice 2015.

Definition of disability:

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' (*Physical or mental impairment includes sensory impairments and also hidden impairments such as : Dyslexia, Autism, Speech & Language impairments, ADHD*)

Vision and Values:

- ACET including Springwood Junior Academy aims to ensure equality of opportunity for all its pupils/students and staff and it follows that pupils/students with disabilities or prospective pupils/students, are not treated less favourably than other pupils/students or prospective pupils/students, for reasons relating to their disability.
- Please read this in conjunction with the Academy's SEND Policy.

Information from pupil/student data and academy audit:

The latest information regarding pupils with special educational needs and disability for the academy can be found on [SIMS and CPOMS](#).

The main priorities in this plan:

Increasing the extent to which pupils/students with disabilities can participate in the academy's curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by inclusion, led by the Special Educational Needs and Disabilities Co-ordinator (SENDCO).
- The academy employs Teaching Assistants to support pupils/students with disabilities. They work closely with outside agencies, putting into practice recommendations which are written into the Individual Health Care Plans • The academy facilitates services from a range of agencies for all pupils/students and their families.

Improving the physical environment of the academy to increase the extent to which pupils/students with disabilities can take advantage of education and associated services:

- Pupils/students and staff with disabilities have access to all learning areas. Ground floor classrooms and/or lift provision are provided as required to ensure full access for all pupils/students.
- The academy has disabled toilet facilities for pupils/students and staff.

Improving the delivery to pupils/students with disabilities of information that is provided in writing for pupils/students who are not disabled:

- Where necessary, all hand-outs, letters, timetables and electronic resources etc. will be made available in suitable format for pupils/students with disabilities.

Making it happen

- This plan will be reviewed by governors every year

- This plan should be read in conjunction with other policies such as:
 - SEN policy
 - H&S policy
 - Single Equality policy
 - Child Protection and Safeguarding Policy

Accessibility Plan 2024-2025

Improving Physical Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no pupil/student is excluded from accessing the premises	Conduct an annual audit of academy premises taking into account the specific needs of any student either current or prospective.	Classrooms are accessible to all pupils/students	Annual audit and update	All pupils/students can access the curriculum	By Academy Leaders

Improving Curriculum Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching meets the needs of all learners through effective implementation of personalised guidance for pupils/students with specific needs, in keeping with the	All teaching staff access and implement in full, the guidance provided by SENDCO and Inclusion team relating to pupils/students with specific learning needs, as set out in the grids for learning / individual plans.	All teachers are able to meet the needs of all pupils/students with regard to accessing the curriculum	Termly, 2025	Drop in and lesson observation evidence indicates the needs of all learners are being met Training sessions delivered when required	Middle Leaders / LT/ Principal / SENDCO

<p>2015 SEN Code of Practice which states that: <i>“all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”</i></p>	<p>Whole academy staff CPD session will offer all colleagues training and support on accessing and using the grids for learning, and on successful ways to plan, to ensure needs of all pupils are met within lessons</p>		<p>Training delivered. Support ongoing and regularly reviewed.</p>		
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<p>Ensure consistently high quality in-class support for pupils/students with SEND, meeting the needs of all learners and ensuring implementation of recommendations set out in Individual Health Care Plans and Education Health and Care Plans</p>	<p>Regularly review the deployment of Teaching Assistants (TAs)</p> <p>Review the role of TAs in the classroom</p>	<p>Improved attainment and progress for pupils/students with SEND</p>	<p>Termly, 2025</p>	<p>Learning walk and lesson observation evidence indicates that Teaching Assistants provide consistently high quality support and that the needs of all pupils/students are being met across the curriculum</p>	<p>Middle Leaders / LT / Principal / Inclusion Team</p>
<p>Ensure accessibility of laptop provision in all lessons for pupils/students identified as requiring ICT support.</p>	<p>Teachers to ensure arrangements are in place to facilitate laptop access for all pupils/students requiring ICT support</p>	<p>Improved attainment and progress for pupils/students with SEND</p>	<p>Ongoing, 2025</p>	<p>All pupils/students with SEND who require ICT support can access the curriculum and achieve.</p>	<p>Class Teacher / ICT Coordinator</p>

Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils/students	Academy will continue to be fully inclusive environments	Ongoing , 2025	Whole academy community is aware of issues relating to access. Teaching Assistants in each key stage trained on the use of epipens	By Principal / Inclusion Team / SEND Co
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Continue to ensure that the needs of pupils/students with SEND are met and seen to be met.	Continually review policy and procedures relating to SEND. Continue to develop and implement support for pupils/students as set out in Individual Health Care Plans, and Education Health and Care Plans acting on recommendations from medical professionals	Improved attainment and progress for pupils/students with SEND, including those with specific medical needs	Termly, 2025	Needs of pupils/students with SEND, including those with specific medical needs, are addressed by all teachers Pupils/students with SEND feel supported. Data analysis shows progress for pupils/students with SEND in line with expectations and targets.	By Inclusion Manager/ SENDCo
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