

Accessibility Plan Purpose

All academies within Academy Transformation Trust seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. We promote a fundamental belief in equality of opportunity in the classroom and throughout the Trust.

Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

Academy Transformation Trust and their Academies are committed to providing a fully accessible environment which values and includes all students, staff, parents, carers 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 want to develop a culture of inclusivity and tolerance through raising awareness, use of strengths-based language, accessibility and education.

Academies are required under the Equality Act 2010 to have an accessibility plan. It is the responsibility of the SENDCO to complete or review this accessibility plan every year, overseen by the Principal of the Academy. The Academy plans to increase accessibility over time, working to ensure provision is accessible for all. The accessibility plan will include relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the **curriculum**
- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of **accessible information** to pupils with disabilities

Our academy 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 have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the academy.

Legislation

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> • Our academy offers a differentiated curriculum for all pupils • Adaptive Teaching through 7C’s Judith Carter Model • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of 	<p>All students have access to a full broad and balanced curriculum.</p> <p>We have developed our practice around adaptive teaching with explicit instruction of what this should look like in the classroom so that those with SEND are able to access their learning.</p> <p>Those who need adaptations such as coloured paper, overlays, writing slopes etc have access to these and staff are encouraged to ensure that font is large enough to be</p>	<p>From September 2024, any PowerPoints used will have a uniform template across the academy.</p> <p>As we continue to develop our practice around teaching and learning, regular quality assurance will be vital. Within this process, further training may be necessary for individual staff or whole staff on specific areas of need or particular aspects of the principles of instruction.</p> <p>Ensure that staff are deployed so that pupils are</p>	SLT	July 2025	<p>Staff will confidently and consistently deliver lessons using the lesson episodes. Key language will be used across the academy in all lessons.</p> <p>This will enable staff to deliver high quality lessons, focusing on how they adapt their lessons to ensure all students can access the work.</p> <p>Targets within the One Page Profiles will be reviewed termly and new ones set based on the needs of the</p>

	<p>people with disabilities</p> <ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>seen by all students and the background of slides are not white.</p> <p>We have access to a range of GL assessments in order to gather information on students to support adaptive teaching.</p> <p>Our academy follows Jigsaw for our PSHE curriculum which covers disabilities and differences.</p>	<p>getting the right support at the right times.</p> <p>Undertake regular lesson walks to ensure consistency across the academy.</p> <p>Audit resources to ensure that they are replenished and being accessed by the pupils that require them.</p> <p>Audit interventions to ensure that they are having the desired impact.</p> <p>Through further development of the One Page Profiles to incorporate the language around the 7Cs, we should be able to adapt lessons further for our students.</p> <p>Academic targets setting will need to be discussed to ensure they allow students to feel a sense of success. Targets within the One Page Profiles will link closely to this.</p> <p>Ensure that all staff are updated with any changes to</p>			<p>students and progress being made.</p> <p>All pupils are able to access their learning as the required adaptations are in place and pupils are provided with the correct resources.</p> <p>Individual and group interventions have the desired impact on the pupils' progress and achievements.</p> <p>All pupils feel a sense of belonging and can articulate what the culture of the academy.</p>
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			<p>a pupils' additional needs and the adaptations required.</p> <p>Appropriate interventions will be developed so a greater range is available for our students.</p> <p>Having a PSHE leader within school that works closely with SENDCo and Safeguarding lead.</p>	PSHE lead / SLT		
	We ensure that the curriculum is differentiated for all pupils	<p>All teachers are trained in how to use a variety of adaptive teaching methods, using the 7Cs Judith Carter Model.</p> <p>All students on the SEND register have a One Page Profile with clear strategies to help staff to adapt their practice. These are updated and shared so that new information can be implemented. Adaptive teaching sheets for each class sit alongside the OPP so that commonalities of need can be identified and key strategies that a number of students would benefit</p>	<p>Continue to audit staff training requirements and issue training to fill gaps and enhance the quality of curriculum delivery through effective adaptive teaching. This year specifically focussing on strengthening the use of the One Page Profiles to ensure adaptive practice is tailored to the needs of those in each class through the use of the Adaptive Teaching Sheets. In addition, introducing and embedding the new lesson episodes, with key language and routines being used by all staff in all lessons with</p>	SENDCO and Teaching and Learning Lead	On going	<p>Increase in access to the national curriculum.</p> <p>Barriers to learning are overcome where possible through adaptive teaching and additional accessible resources.</p>

		from are applied within each class.	consistency ensuring predictability.			
	We ensure students with disabilities and medical needs have fair access to trips and extra-curricular events	Students with SEND have full access to all educational visits. Individual risk assessments are written, parental meetings are held where necessary in addition to all other information shared in an accessible format. Evaluation where appropriate is carried out so that any unforeseen changes are planned for in future trips. Where necessary, an LSA attends the trip as well as a first aider who is also responsible for any personal medication that may need issuing. Staff are also well-informed of their roles at all stages of the trip.	If a venue is being sought that has not previously been used, viewing their risk assessments is important as well as a visit prior to organisation to ensure all the needs of our students can be met.	Trip lead/EVC/ SEND dept.	Various	All students who attend Iceni Academy will have full access to all visits appropriate to their year group.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the physical environment of the school	Through effective sharing of information, staff will have a good	Staff training is given, and updates are shared on staff and students who need	Staff CPD sessions to highlight key students in Sept. Within this, demonstrating how we can meet the needs of those	SENCO / Teaching and Learning lead	July 2025	Teaching staff will have a clear understanding of how they can tailor their lesson delivery to those with SEND

to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	awareness of the needs at Icen Academy	<p>adaptations to be able to access the environment.</p> <p>SENCO/Deputy SENCO and Head of Year visit primary schools to gather student information in preparation for transition. Additional visits with parents and students are arranged and transition where applicable is arranged in addition to other students who do not need this.</p>	<p>where our students who need physical adaptations or equipment.</p> <p>Transition process to start earlier in the academic year so that clear plans can be made to support in.</p>	SENCO/Deputy SENCO/HOY	Oct 2024	<p>in their classes. This will be evidenced through learning walks and documented on Step Lab. Student progress will be evident with more achieving in line with their peers.</p> <p>Information will be gathered earlier to enable an early intervention to be implemented.</p>
	Our students have access to IT Facilities	<p>All classrooms have an interactive whiteboard. Lessons can be interactive, in the moment and prepared screens (lesson plans) have images and symbols that support learning.</p> <p>The background colour on the IWB can also be changed to suit pupils needs.</p> <p>iPads are used within classrooms to support pupils who have difficulty reading from the board.</p>	<p>Increase the number of reader pens within the academy so that students can practice using these regularly from Year 7. This will reduce the need for in person readers during exams and assessments, allowing other practice such as interventions to continue without disruption.</p> <p>Update and replace technology when able.</p>	SENCO / Deputy SENCO	Oct 2024	<p>Students will use technology with confidence, accessing all lessons and exams using the technology as required. Those that require it, will be taught how to use the equipment if they are not familiar.</p> <p>Tweaks will be made to ensure access to learning.</p>

		<p>iPads are also used to provide pupils with opportunities to practise skills that they may find difficult. For example: spelling.</p> <p>Students can use reader pens which enables them to access texts used in lessons.</p>				
	<p>We make adaptations the environment to suit need e.g. ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves and wheelchair height</p>	<p>We have ramps for wheelchair access and a lift so that anyone with a disability (or short-term injury) can access the upstairs classrooms.</p> <p>We also have yellow lines painted on steps and ledges so that these can be seen by visually impaired members of the academy.</p> <p>There is disabled parking at the front of the academy and accessible toilets/changing facilities. We also have a wheelchair on site should it be needed.</p>	<p>There is one exit within the academy which needs a ramp - it is currently a small step which could be adjusted. A designated parking space at the back of school, however, more would be beneficial.</p> <p>Cookers and desks that can change height so that any wheelchair users can access these safely.</p> <p>For staff to be trained to use the equipment safely.</p>	SENCO with Site team	Ongoing	<p>Anyone who attends the academy will be able to access the spaces required. Students will be able to feel that they are able to be fully involved in all aspects of academy life because they will not be excluded from anywhere.</p>

	<p>We also have a small number of high back science stools.</p> <p>We have a hygiene room where there is a shower and changing facilities.</p> <p>Sinks are at a level that is friendly to wheelchair users.</p> <p>The corridors are wide enough for wheelchair users.</p>				
We have clear plans for escape routes in fire/ lock down	Members of the academy who require specific support for an evacuation are written into the evacuation procedures document so that staff are aware of their role and how they should support the safe exit of anyone with a disability.	Regular practice of evacuations and lockdown drills to ensure staff are confident with the plan. Training for staff on how to use the evacuation chair if the lift is not an appropriate/quick enough exit.	SLT / Site team	Dec 2024	All staff are clear on their roles to safely and efficiently evacuate the building. Training has been provided for the appropriate staff on use of the evacuation chair.
We support those who require hearing accessibility	We have a small number of students who use a hearing aid. Seating plans are set accordingly to ensure they are in the best position to hear clearly.	We have not got students who currently require sound field, but working with the hearing school team will be important for any future need.	SENCO	N/A at present	Staff are clear and have set seating plans to accommodate the need of those with hearing impairments.

	Lighting to facilitate effective signing (hearing/speech)	Lighting in classrooms is good. Students seating plans are adapted if there is a need to see/hear clearly.	Students do not currently need sign language but if the need arises, some staff to undertake a sign language course.		N/A at present.	
	We ensure students have accessibility to IT equipment	Use of magnifying lenses and anti-glare lenses for the iPads installed or screen colours are changed where needed.	Research and implement the use of software to aid the visually impaired when using the iPads	SENDCO and IT Technician	August 2025	Children with visual impairment will be able to interact with IT equipment, adding an additional tool to enable accessibility to IT equipment.

Overarching aim	Aim	Current Good Practice	Strategies to continually improve accessibility	Responsibility	Date to complete actions by	Success Criteria
Improve the availability of accessible information to pupils with disabilities	<p>We ensure information is shared in an accessible format for differing needs for students, staff and parents so that all information can be understood.</p> <p>Written materials will be available in a variety of different supportive formats</p>	<p>We provide letters and other communications in an easy to read format or larger print. E-copies available to download or to read on screen. Those parents who are EAL receive letters in their first language where necessary.</p> <p>Some students who have very limited English also have their work translated into both English and their first language. We provide letters and other communications in an easy to read format or larger</p>	<p>The academy should ensure that all school newsletters and information bulletins can be enlarged and are available in a variety of different fonts, written in accessible language for parents and carers.</p> <p>Ensuring that students, particularly mid-year transfers where information may not immediately be shared from current school, have the chance before they start to meet and share what they think would help them</p>	<p>Admin team/SLT</p> <p>Admissions/SEND Department</p>	Various	All stake holders are able to access information in a format that is suitable for them.

		<p>print. E-copies available to download or to read on screen. Those parents who are EAL receive letters in their first language where necessary.</p> <p>We have enlarged text and printed the text on to different coloured paper depending on the needs of individual pupil.</p>	<p>to be able to access their learning or any information shared with them or their parent/carer.</p>			
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Measuring the Impact of the Policy

The Principal, Education Team and Estates team will review the Accessibility Plan annually with the SENCo and any other relevant members of staff.

The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.

When setting objectives, academy staff should consider how the impact of actions will be measured. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our academy improvement (CSI) activity. The Accessibility Policy and all other relevant policies will be evaluated and monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Board.