



**ASPIRE**  
Academies Trust

**ACCESSIBILITY STATEMENT  
AND PLAN 2022-2025**  
'Approved by: the Board of Trustees'

Reviewed: Autumn 2022

Review Frequency: Annual

# Introduction

This Accessibility Statement and Plan is up in compliance with current legislation and requirements for Academies as specified in Schedule 10 of the Equality Act 2010.

Aspire Academies Trust is committed to providing an accessible environment which values and includes all pupils, 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.

Aspire Academies Trust plans, over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the Academies.

The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Behaviour Policy
- Academy Improvement Plan
- Equality and Diversity Policy
- Health & Safety Policy
- Admissions & Attendance Policy
- Supporting Pupils with Medical Needs Policy
- SEND Policy
- Curriculum policies
- DfE Guidance

## Legislative Context

The Equality Act 2010 details Schools' duties around accessibility for disabled pupils. Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

1. The Trust has a duty to:

- Improve access to the physical environment of the academies, adding specialist facilities as necessary. This covers reasonable

adjustments to the physical environment of the Academies and physical aids to access education.

- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school 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 in accessing the curriculum.
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **The Accessibility Action Plan**

In line with legislation, the Accessibility Plan is drawn up to cover a three year period. The Action Plan for physical accessibility relates to the Access Audit of the Academy. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

### **Commitment to Publish**

Information about our Accessibility Plan will be published on the Academies' websites.

### **Roles and Responsibilities**

#### **The Aspire Board of Trustees**

- Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented Trust wide.
- Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plans across the Trust.

#### **The CEO**

- Will inform and update the Board of Trustees of the implementation and progress of the Accessibility Plans Trust wide

- Will ensure the Principals carry out their delegated responsibilities with regards the implementation, review and reporting on progress of the Accessibility Plan.

#### **The Local Advisory Body**

- Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented within their Academy.
- Will ensure that they are kept informed of the implementation, review, and reporting on progress of the Accessibility Plan in their Academy.

#### **The Principal**

- Will carry out their delegated responsibilities with regards the implementation, review, and reporting on progress of the Accessibility Plan.
- Will inform and update the Executive Principal and Local Governing Board of the implementation and progress of the Accessibility Plan within the Academy.

## Hammond Academy Accessibility Plan

Start Date: Summer 2019

Review Date: Summer 2022

## a) Extent to which pupils can participate in the CURRICULUM

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
Participation in the curriculum: admissions	Identify pupils who may require additional support before they start in nursery, reception and in-year admissions.	The school will be aware of pupils with disabilities and will liaise with parents and external professionals to meet the needs of the pupils.	Identify pupils with disabilities through: <ul style="list-style-type: none"> <li>• home visits and welcome meetings for nursery and reception admissions</li> <li>• information supplied by parents on admissions forms for all pupils</li> <li>• information supplied by previous settings or schools</li> <li>• SENDCo, in conjunction with class teacher and parents, produce Learning</li> </ul>	EYFS staff SENDCo  Admin staff (admissions secretary)	Regular review of SEND provision list.  Classroom observations  Meeting with staff and/or parents  Update of learning passports and classroom provision.	Ongoing	None known at present

			Passport				
Participation in the curriculum: training for staff	Continue to provide training and advice for staff to meet the needs of pupils with disabilities.	Pupils with disabilities are able to access the curriculum.	The SENDCo will review the needs of pupils with disabilities and provide or arrange training and advice for staff as required.  Regular review of support timetables to ensure that staff skills sets are matched with pupils needs.	SENDCo	Regular review of SEND provision list with support timetables  Classroom observations  Performance management training discussions.  SLT whole school training needs evaluations	Ongoing	Costs would be met through the school's training budget.

Participation in the curriculum: classroom resources and environment	To ensure pupils with learning and physical disabilities can access resources	Classroom resources will be accessible for pupils with learning and physical disabilities	<p>SENDCo and principal compile classroom audit sheet for teachers to follow to ensure resources are accessible for pupils with learning and physical disabilities</p> <p>SENDCo to produce "The inclusive classroom checklist."</p> <p>SENDCO to regularly update SEND provision list to include specific resources for individuals with additional needs</p>	Class teachers	<p>Ongoing monitoring by SLT during formal and informal observations</p> <p>Regular review of SEND provision list</p>	ongoing monitoring	Minor printing costs
Participation in the curriculum: technology	Ensure we are meeting the changing needs to pupils with disabilities through the use of mobile technology	Pupils will have access to technology such as laptops or ipads	<p>SENDCo to identify which pupils would benefit from access to technology to support their needs</p> <p>SENDCo and ICT lead to ensure that laptops and I-Pads have the required software, accessible to pupils</p>	SENDCO & ICT Lead	Regular review of SEND provision list	ongoing monitoring	Software & Hardware costs tbc

b) Improving the PHYSICAL ENVIRONMENT to enable pupils to take better advantage of education, benefits, facilities and services

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
Access to the physical environment: noise levels	Reduce noise levels in the dining hall (this is a very echoey room which can cause difficulties for pupils with ASD)	Reduced noise levels in the dining hall	<ul style="list-style-type: none"> <li>Year 1 of plan: carry out acoustic assessment and investigate what improvements can be made</li> <li>Year 2 of plan: investigate funding opportunities</li> <li>Year 3: carry out the improvements (if funding allows)</li> </ul>	Aspire central premises and finance teams	LAB meetings	Summer 2022	Unknown
Access to the physical environment: classroom resources	To ensure pupils with physical disabilities can access resources	Classroom resources will be accessible for pupils with physical disabilities	SENDCo and principal compile classroom audit sheet for teachers to use to ensure resources are accessible for pupils with physical disabilities	Class teachers	Ongoing monitoring by SLT during formal and informal observations	In place by ongoing monitoring	None



c) Improving the availability of ACCESSIBLE INFORMATION to pupils

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
Availability of accessible information: pupils	To ensure all written information is accessible to pupils with disabilities	Pupils with disabilities are able to access the curriculum.	<p>Staff will provide written information, e.g. printed scaffolds, homework, tests and general classroom resources, in accessible formats</p> <p>Agree school font style and size for worksheets and lesson slides</p>	Class teachers and support staff	<p>By the SENDCo monitoring provision for pupils with SEND.</p> <p>During formal and informal observations &amp; pupil progress meetings</p>	Ongoing	Currently, this involves minor photocopying costs and the cost of coloured paper and books