

# THOMAS DEACON ACADEMY ACCESSIBILITY ACTION PLAN 2023

## ACCESSIBILITY PLAN

**January 2023-2025**

### 1. Aims

The key objective of the Accessibility Plan is to reduce and eliminate barriers to the curriculum, and to ensure participation in the school community for all students, and prospective students, with a disability. There are three main focus areas:

- 1) Access to the school curriculum and extra-curricular activities.
- 2) Access to and around the physical environment.
- 3) Delivery and accessibility of written information to students and parents.

We are fully committed to providing an environment that values and includes all students, staff, parents, Academy Committee members and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

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

- SEN Local Offer/ SEND Information report.
- Special Educational Needs (SEND) Policy.
- Public Sector Equality Duty.

## 2. Legislation and Guidance

The Accessibility Plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to disability, of the Equality Act (2010)<sup>1</sup> and the Department of Education Guidance for schools on the Equality Act 2010 (2014)<sup>2</sup>.

The Equality Act (2010) defines an individual as disabled if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Under the Special Educational Needs and Disability Code of Practice (2015)<sup>3</sup>, '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 students with disabilities under the Equality Act (2010), to alleviate any substantial disadvantage that a disabled student faces in comparison with students without disabilities.

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<sup>1</sup> [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)

<sup>2</sup> [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

<sup>3</sup> [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

### 3. Good Practice: Ensuring access to the school curriculum and extra-curricular activities

- Experienced staff differentiate lesson materials and adapt and modify lesson activities to ensure that all students can access the curriculum.
- Where relevant, classwork is re-produced in correct format and font size for students with visual impairments or colour blindness.
- Where necessary, specialist staff are employed in order to support students with particular needs (e.g. staff trained in BSL, Physical Disability specialists).
- Teachers and Learning Support Staff complete regular training in key areas to support them with lesson planning and delivery in order to meet student needs.
- A personalised intervention programme targets students' individual needs identified within the EHC plan/ Pupil Learning Plan and through assessment.
- Students have the opportunity to use specialist equipment such as laptops and iPads with specific software to ensure access to curriculum.
- Students have access to additional adult support to further reinforce lesson material.
- All students have opportunity to participate in extra-curricular trips, clubs and sporting activities.
- Clear and concise information regarding pupil's needs are circulated to all teaching staff to inform teacher planning.
- Further training on how to meet specific needs is provided when required.
- Curriculum resources include examples of people with disabilities.
- Targets are set effectively and are appropriate for students with additional needs.
- The curriculum is reviewed regularly to ensure it meets the needs of all students.
- The Academy has regular support from Local Authority Services such as: the Hub Network, SENDCO Network, Specialist Teaching services and the Educational Psychology Service.
- The Academy refers to Local Authority Health services and external services when required such as Speech and Language, Occupational Therapy, Physiotherapy and the School Nurse Service.

#### **4. Good Practice: Improve and maintain access to the physical environment of the school**

- TDA is easily accessible for all students.
- The Academy refers to the Local Authority Teacher of Physical Disability for further advice if required. Regular meetings are held with the Teacher of Physical Disability in order to ensure that best practice is being followed.
- The environment is adapted to the needs of students as required. For example:
  - Lifts are an integral part of the TDA building to support movement of students across all floors.
  - Disabled parking bays are located conveniently close to the doors for ease of access.
  - There is disabled toilet access throughout the building with disabled showering facilities also available.
  - Trained staff able to use specialised equipment to support standing and seated transfers for wheelchair users (e.g sara stedy and hoist) are available.
  - Alternative toileting and changing facilities for students requiring personal care.
  - Wide corridor width and doorways supporting ease of access.
  - Specialist desks and chairs are available in classrooms when required.

## **5. Good Practice: Improve the delivery and accessibility of written information to students, parents and visitors**

- Key messages around school are published on the school website.
- Letters are sent home in specific font size and alternative languages for identified families.
- All policies can be made available in large print or other accessible format if required.
- Provide information in symbols, large print for prospective students and parents who have difficulty with standard form of print.
- Personalised tours around school with a member of SEND Team on offer, reinforcing written information, for new or prospective parents.
- Internal signage.

## ACTION PLAN:

### 6. Reviewing and Improving Access to the Physical Environment

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT JAN 2023
Everyone to be made aware of the needs of people with disabilities or medical needs when accessing all physical environments within and around the Academy.	<ul style="list-style-type: none"> <li>Ensure that policies and processes reflect the needs of students and staff with disabilities and/or medical needs.</li> </ul>	January 2023	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>SENDCo</li> </ul> <p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>Trust Health and Safety Manager</li> <li>Trust Facilities and Estates Manager</li> <li>TDA Medical Supervisor</li> </ul>	The academy will be able to respond to emerging needs of students and staff with disabilities or medical needs in a <b>confident</b> and <b>compassionate</b> way.	<p>Following policies and processes actively in place.</p> <ul style="list-style-type: none"> <li>TDET Health and Safety Policy</li> <li>Emergency Fire Evacuation Procedure</li> <li>Site Lockdown Procedure</li> <li>Personal Emergency Evacuation Plans (PEEP's)</li> <li>Evacuation chair training</li> <li>Emergency Drills carried out during the academic year</li> <li>SEND Policy</li> <li>SEND Information Report</li> </ul>

<p>Ensure that all students with the following needs can be safely evacuated.</p> <ul style="list-style-type: none"> <li>• Mobility</li> <li>• Visual</li> <li>• Hearing</li> <li>• Cognitive</li> <li>• Other impairment that may affect the student's ability to reach a place of safety unaided or within a safe period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a Personal Emergency Evacuation Plan (PEEP) is in place for all students and adults requiring one.</li> <li>• Ensure disabled people have been captured in the Emergency Evacuation Procedures.</li> <li>• Ensure all staff and students with disabilities are aware of the Emergency Evacuation Procedures, Disabled Refuge Points and how to access them.</li> <li>• Ensure that all staff working with students requiring a PEEP know how to support them during an emergency evacuation.</li> <li>• Review the ability of all adults on the Personal Emergency Evacuation Teams regularly to ensure that they are able to carry out the role.</li> <li>• Ensure that Personal Emergency Evacuation Teams have been trained in the use of evacuation chairs.</li> </ul>	<p>January 2023</p>	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>• SENDCo</li> </ul> <p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>• TDA Medical Supervisor</li> <li>• Trust Health and Safety Manager</li> </ul>	<p>All disabled students and staff working with them are safe and <b>confident</b> in what they need to do in the event of an emergency evacuation.</p> <p>Disabled Refuge Points are accessible in protected stairwells and large enough to accommodate at least one wheelchair without hindrance to other people.</p> <p>Staff working on the PEEP team are <b>confident</b> is the use of the evacuation chairs.</p>	<p>Following policies and processes actively in place.</p> <ul style="list-style-type: none"> <li>• TDET Health and Safety Policy</li> <li>• Emergency Fire Evacuation Procedure</li> <li>• Site Lockdown Procedure</li> <li>• Personal Emergency Evacuation Plans (PEEP's)</li> <li>• Evacuation chair training</li> <li>• Emergency Drills carried out during the academic year</li> </ul>
<p>Enhance Internal/external distraction markings</p>	<ul style="list-style-type: none"> <li>• Review and assess current distraction (safety) markers on all clear glass panels/doors to</li> </ul>	<p>September 2023</p>	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>• SENDCo</li> </ul>	<p>Significantly reduces the risk of visually impaired people</p>	<p>Review and assessment ongoing</p>

<p>for visually impaired students/staff/visitors</p>	<p>avoid people walking into them.</p> <ul style="list-style-type: none"> <li>As necessary, any redecorating or alterations within the school is sympathetic to the visually impaired</li> <li>Advice taken re: lighting and colour schemes before any further decorating takes place.</li> <li>Contrast stripes on all internal/external stairs.</li> <li>Replace light bulbs immediately when blown.</li> </ul>		<p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>VI HLTA</li> <li>LA VI Team</li> <li>TDA Site Manager</li> <li>Trust Facilities and Estates Manager</li> <li>Trust Health and Safety Manager</li> </ul>	<p>walking into clear glass panels/doors.</p> <p>Visually impaired people will feel safe and <b>confident</b> within the Academy grounds.</p>	
<p>Enhance internal/external signage for visually impaired people</p>	<ul style="list-style-type: none"> <li>Review and assess, so far as is reasonably practicable the need and feasibility for suitable internal/external signage for visually impaired people.</li> <li>Replace light bulbs immediately when blown.</li> </ul>	<p>September 2023</p>	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>SENDCo</li> </ul> <p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>VI HLTA</li> <li>LA VI Team</li> <li>TDA Site Manager</li> <li>Trust Facilities and Estates Manager</li> <li>Trust Health and Safety Manager</li> </ul>	<p>People with visual impairment will be able to easily identify key areas and routes <b>confidently</b> within and around the Academy.</p>	<p>Review and assessment ongoing</p>



<p>Enhance access to and around premises for disabled people, especially those with a mobility impairment and wheelchair users</p>	<ul style="list-style-type: none"> <li>• Regularly review and assess all parking bays, ramps/slopes, stairways, passageways, doorways, lifts, classrooms, toilets and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users.</li> <li>• Research and resource new specialist equipment as and when required.</li> </ul>	<p>September 2023</p>	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>• SENDCo</li> </ul> <p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>• Specialist TA in Physical Disabilities</li> <li>• LA Teacher of Physical Disabilities</li> <li>• Trust Facilities and Estates Manager</li> <li>• Trust Health and Safety Manager</li> </ul>	<p>People with mobility impairment including wheelchair users will feel safe and <b>confident</b> in accessing all areas within and around the Academy.</p>	<p>Review and assessment ongoing</p>
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## 7. Reviewing and Improving Access to the Curriculum

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT JAN 23
Ensure that all students access teaching explicitly exploring disability issues and equality.	<ul style="list-style-type: none"> <li>Review Personal Development curriculum to address disability equality issues</li> <li>Liaise with Subject Leaders to explore where else disability awareness could be included within the curriculum.</li> <li>Subject Leaders to include discussions and learning around disability within their curriculum.</li> <li>Include texts and resources exploring disability issues in 'Read Well' scheme at KS3.</li> </ul>	Jan 24	<u>Lead</u> <ul style="list-style-type: none"> <li>SENDCo</li> <li>PD Lead</li> </ul> <u>Support/Advice:</u> <ul style="list-style-type: none"> <li>Subject Leaders</li> <li>Curriculum Librarian</li> </ul>	<p>Disability awareness is explicitly discussed across the curriculum. All students have an understanding of what disability means as well as issues faced by those deemed as having a disability.</p> <p>Students are able to show <b>compassion</b> and to appreciate the <b>courage</b> of those with disabilities.</p>	<p>Some teaching in place via PD sessions</p> <p>Further review to be undertaken</p>
Ensure that all adults working within the Academy receive at least one training session each academic year on supporting students	<ul style="list-style-type: none"> <li>Make time available at training days at the start of each academic year to ensure that all staff receive updated training on their responsibilities under the Equality Act (2010) and</li> </ul>	Each September	<u>Lead</u> <ul style="list-style-type: none"> <li>SENDCo</li> </ul> <u>Support/Advice:</u> <ul style="list-style-type: none"> <li>TDA HR Support</li> <li>All staff</li> </ul>	All staff are able to act with <b>compassion</b> and <b>courtesy</b> towards students with SEND and make adaptations to best meet their needs.	<p>Training given to all staff Sept 22.</p> <p>Ongoing each September.</p>

with SEND and medical needs.	<ul style="list-style-type: none"> <li>the SEND Code of Practice (2015).</li> <li>Ensure that all staff are aware of and understand the requirements of specific individuals as required.</li> <li>Liaise with HR to ensure that all new starters receive the same training on joining the Academy.</li> </ul>		<ul style="list-style-type: none"> <li>Medical Supervisor</li> </ul>		
Ensure all teaching staff and Learning Support Workers are aware of training sessions where SEND specific issues are part of the programme	<ul style="list-style-type: none"> <li>Distribute LA Hub Training Programme to all staff each term via Teams.</li> <li>Utilise the LA Specialist teams training offers to conduct training.</li> </ul>	Ongoing	<u>Lead:</u> <ul style="list-style-type: none"> <li>SENDCo</li> </ul>	All staff more aware of differentiation and inclusion strategies to increase student participation in lessons and to support their wellbeing in the academy.	Ongoing
Ensure that students with disabilities and/or medical needs are given the opportunity to participate equally in enrichment activities	<ul style="list-style-type: none"> <li>Open access to all activities with appropriate support</li> </ul>	Ongoing	<u>Lead:</u> <ul style="list-style-type: none"> <li>SENDCo</li> <li>Enrichment Lead</li> </ul>	Disabled students <b>confident</b> in choosing any after school activity	Ongoing
Ensure that all teaching staff Learning Support staff are aware of and	<ul style="list-style-type: none"> <li>Annual training given to all teaching and Learning Support staff sharing updates to EAA</li> </ul>	Ongoing	<u>Lead:</u> <ul style="list-style-type: none"> <li>SENDCo</li> <li>SEND Administrator</li> </ul>	All teaching staff are <b>confident</b> in identifying students that may need	Ongoing

<p>understand their responsibilities in regards to reasonable adjustments and examination access arrangements.</p>	<p>concessions and JCQ guidelines.</p> <ul style="list-style-type: none"> <li>• Teaching staff to raise concerns over students potentially requiring EAA.</li> <li>• Teaching staff to ensure that all EAA are used as 'normal way of working' in lessons.</li> <li>• Teaching staff to feed back when evidence is required regarding EAA.</li> <li>• Students requiring EAA are assessed (annually) and the relevant paperwork is agreed by JCQ.</li> <li>• Lists of students requiring EAA is regularly updated and available on Teams for all teaching staff to access.</li> </ul>		<ul style="list-style-type: none"> <li>• Exams Officer</li> </ul> <p><u>Support/Advice:</u></p> <ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Learning Support Staff</li> </ul>	<p>further assessments for EAA. All teaching staff apply EAA in their lessons.</p>	
<p>Improve the delivery of information regarding students with a disability.</p>	<ul style="list-style-type: none"> <li>• To use a range of communication methods including Teams to ensure that information is accessible.</li> <li>• Ensure that all students on the SEND register have a Pupil Passport</li> </ul>	<p>Ongoing</p>	<p><u>Lead:</u></p> <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND Admin</li> </ul>	<p>All staff are aware of where and how to find information on supporting students on the SEND register and are <b>confident</b> in being able to support these students.</p>	<p>Ongoing</p>

	which is regularly updated.				
Improve the delivery of information for students with a disability.	<ul style="list-style-type: none"> <li>• Use a range of communication methods to ensure information is accessible.</li> <li>• Ensure that all students requiring assistive technology have access to it.</li> <li>• Ensure that staff working with students understand how to use assistive technology.</li> </ul>	Ongoing	<u>Lead:</u> <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND Admin</li> </ul> <u>Support/Advice:</u> <ul style="list-style-type: none"> <li>• LA Specialist teams</li> <li>• IT Department</li> </ul>	<p>Identified students to have access to and the <b>confidence</b> to use laptops and Ipads and other assistive tech as required.</p> <p>All teaching staff ensure that information for each lesson is available to, and appropriate for, the students in a timely manner for each lesson enabling the students to participate fully in the learning.</p>	Ongoing

## 8. Reviewing and Improving Access to Information

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT JAN 2023
Academy website to be accessible and comply with current statutory requirements	<ul style="list-style-type: none"> <li>Ensure it explicitly welcomes students and parents with a disability</li> </ul>	Easter 2023	<u>Lead:</u> SENDCo	Parents feel <b>confident</b> in being able to locate the information they require about the Academy	Currently under review

## 9. Monitoring Arrangements

This plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Academy Committee.

Date for review – January 2024