

Accessibility Statement and Plan

Policy Ref:	Gen001			
Purpose	To ensure that we recognise our duties under the Equalities, DDA and			
	SEN and Disability Acts to ensure that we provide a fully accessible			
	environment for all pupils, staff, parents/carers and visitors to the			
	Academy.			
Committees	Staff and Pupil Wellbeing			
Other linked policies	Anti-Bullying, SEN Local Offer,			
Issue date	September 2023			
Review Date	September 2024			

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995/2005 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At Inspire Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. Inspire Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys; and children with all gender identifications
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;



As a Trust and within the academy we recognise our duties under the Equality Act 2010, the Disability Discrimination Act 1995 and the SEN and Disability Act 2001 (SENDA):

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings where necessary to meet the needs of disabled pupils
- To increase the extent to which disabled pupils can participate in the school curriculum
- To review and improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

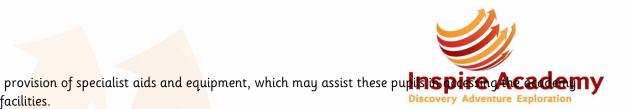
Accessibility Plan

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
 - Trips and Residential Visits Policy.

The Inspire Academy building and facilities are newly designed and constructed and as such should comply with all relevant documentation. Where appropriate though the Trust and the academy will ensure that the facilities cater for all accessibility requirements and the plan will contain relevant actions to:

- Review and where appropriate improve access to the physical environment of the school, including specialist facilities if considered necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary, to ensure that pupils with a disability are, equally prepared for life as are able bodied pupils. 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



Improve the delivery of information to pupils, staff, parents/carers and visitors with disabilities. • Examples might include hand-outs, timetables, textbooks and information about the school and school events both printed and web based. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan

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facilities.

	Aim	Current good practice	Action to be	Person	Timescale	Success
			taken	responsible		criteria
-	Curriculum				On-going	All pupils will
						have access to a
	Ensure that all school trips	55	J	SENDCo		range of trips
	and residential visits are	ahead of the trip.	discussed with			and residential
	5 1 1	5	the pupil.	Teachers		visits alongside
	learning or physical		Wheelchair			their peers
	disabilities.	Additional staff members				
		available to support.	when necessary			
	Curriculum					All children are
						given the
	Continue to develop	SEN Teaching assistants	Further training	SENDCo	On-going	opportunity to
	alternative provision within	, , , , , , , , , , , , , , , , , , ,	for staff around			thrive and
	the school for those	Inspire THRIVE group		THRIVE teacher		achieve their
	children who require a		SEN including			potential.
	more bespoke curriculum	Termly SEN reviews	neurodiversity			
	in order to reach their					
	potential		Continue to			
			explore pre-key-			
			stage			
			assessments			
	Curriculum					
	Provide specialist	Ear defenders	Continue to	SENDCo	Reviewed termly	Children have
	equipment to promote	Sensory toys	assess need and	02110 00	during PPMs	the support
		Writing slopes	provide relevant	Class teachers		needed to enable
	all pupils	5 1	equipment.		On-going	them learn
	1 1	Assisted technology		SEN Teaching		independently
		55	Purchase further	Assistants		1
			assisted			
			technology such			



		as iPads and			
		Chrome books			
Physical Environment					
	J	Medical room /	SENDCo	On-going	
Improve and maintain		changing facility			
access to the physical	Disabled parking bays	room to be	Site Manager		
environment		cleared if			
	corridor	required	SLT		
	Wheelchair access to				
	classrooms and				
	playground				
	Flat surface playground				
Information	SEN reviews can take	Dyslexia friendly	SENDCo	On-going as	Parents are
		paper for letters		needed	informed and
Ensure that parents who	the phone		Class teachers		involved in their
have difficulty in attending		Information			children's
school events because of a	55	emailed	SLT		education
disability still have contact		L .			
with the school.		Text system used			
	Phone calls / emails with				
	parents				
	Staff available at the end				
	of the school day				