

## HORIZONS EDUCATION TRUST

Accessibility Plan  
**Prestley Wood Academy**  
**January 25**

### POLICY ISSUE CONTROL

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<b>OWNER:</b>	PWA Headteacher
<b>AUTHOR:</b> <b>IN CONSULTATION WITH:</b>	Interim CEO and Academy Headteacher, Academy stakeholders (pupils, staff, governors)
<b>APPROVED BY:</b>	Interim CEO
<b>TRUST BOARD APPROVAL:</b>	N/A
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## **1.0 AIMS**

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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
- 1.2 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.
- 1.3 The plan is available online on the academy website, and paper copies are available upon request.
- 1.4 Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The academy supports any available partnerships to develop and implement the plan.
- 1.6 The [Horizons Education Trust Complaints Procedure](#) covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.
- 1.7 We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

## **2.0 LEGISLATION & GUIDANCE**

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 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 an auxiliary aid or adjustments to premises.
- 2.5 This policy complies with our funding agreement and articles of association.

## Appendix A: Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, Medium & Long Term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• Our school’s curriculum is linked to the National curriculum and encompasses the broad range of subjects as laid out for differing key stages however they are grouped within 6 ‘learning areas’ This ensures topic-based learning allows for bespoke and individualized planning at point of delivery as our children have different ways of learning and different paces according their needs</li> <li>• All of our pupils are set on one of 3 pathways (pre-formal, semi formal and formal) designed for varying levels of learning style and cognitive level.</li> <li>• Our academy has laid out carefully thought-out sequencing documents for each area which demonstrates how learning is built upon prior understanding whilst taking into account that our learners do not always learn in a linear fashion.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum but also their preferred styles of learning, it is experiential and uses the learner’s own interests as a starting point.</li> <li>• Curriculum resources are adapted depending on need or disability using advice from professionals from for example Visual impairment tea, speech and language therapy team or National Autism society etc.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability using a range of specialist frameworks including SCALEs which is bespoke to our trust.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	See section 1 school development plan	See section 1 school development plan	SLT and school staff	See section 1 school development plan	<p>Learners are guided on a clearly defined, personalised journey and gain the knowledge, skills and confidence they need to flourish as valued members of the community in life beyond school.</p> <p>Individual pupils EHCP targets are met</p> <p>Robust QA cycle demonstrates high quality offer for all of our students</p>

	<ul style="list-style-type: none"> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>					
Improve and maintain access to the physical environment	<p>Our school is built for the needs of our pupils, its bespoke design includes</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Single floor buildings</li> <li>Wheelchair friendly pathways throughout woodland trail and playgrounds</li> <li>Accessible play equipment externally</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Extensive hoisting facilities</li> <li>Sensory rooms for bespoke diets including rebound room with ground trampoline and music/light rooms</li> <li>Library and life skills counters and shelves at wheelchair-accessible height</li> <li>Hydro pool to support physiotherapy</li> <li>Every classroom has access to an accessible toilet or changing facilities within or close by</li> <li>Large secure turning circle to enable large transport disability vehicles to drop off/pick up with safe space</li> <li>Risk assessments linked to rooms and emergency procedures are robust, updated and shared appropriately</li> </ul>	Build complete. 24-25 initial year of defect reporting and working with MS builders to ensure safe environment for all, which is functioning as design intended	Defects reported and solutions found	Site manager, Morgan Sindall support, Headteacher, H&S lead and Trust director of Premises	Ongoing	Children are safe, can access all areas with minimal difficulty and minimal incidences related to physical environment are recorded
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> </ul>	See section 5 of school development plan	See section 5 of school development plan	See section 5 of school development plan	SLT, TLR for communication, whole school staff and SALT	Pupils have a clear understanding and can use their voice at all times

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations at key areas across the school with bespoke signs</li> <li>• All staff carry visual symbols and schedules in mini taskbars</li> <li>• Regular comprehensive training from SALT to be able to use preferred communication methods of individual pupils e.g. PECs, Signing, objects of reference or symbols/AAC</li> <li>• All staff and pupils are trained in Makaton signing with training offered to families and visiting professionals</li> </ul>					
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