



ASPIRATIONS

Accessibility plan



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**
an Aspirations Academy

| Version control | | | |
|----------------------|------------------------------|-----------------|-----------------------------|
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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school 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 are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the facilities Central Team, pupils, parents, staff of the school.

2. Legislation and guidance

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Action plan

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

Planning duty 1: Curriculum

| Action Plan | Strategies | Timeframe | Review date |
|---|---|--|----------------|
| Raise Whole Academy Awareness of possible barriers to learning | <ul style="list-style-type: none">SEND information available to all staff and is used to support the learning of our students.Programme of CPD in place to support staff to meet the needs of all learners.Assemblies and enrichment activities provide further opportunity for sharing our core values and debating inclusive practice.Curriculum is reviewed to ensure Inclusion and Accessibly. | Whole academic year | September 2022 |
| Review of subject areas resources/texts to assess readability | <ul style="list-style-type: none">Director of Curriculum and Innovation to review.NGRT assessments to be conducted.LRC to reflect Academic reading demographic.Literacy embedded into all curriculum areas. | Whole academic year and reviews end of T1 and end of T2 | September 2022 |
| Audit of differentiation and curriculum access in all subject areas | <ul style="list-style-type: none">Director of Curriculum and Innovation to review.Training in implications of particular disabilities and strategies. | Whole academic year | September 2022 |
| All examinations / assessments are accessible to all students | <ul style="list-style-type: none">Students requiring additional support for examination or internal assessments are assessed and monitored in line with the national JCQ requirements. Modified papers and formats are applied.Invigilators and TAs are well trained to provide access arrangements. | Whole academic year Interim reviews end of T1 end of T2 | September 2022 |

Planning duty 2: Accessibility of physical environment

| Action Plan | Strategies | Timeframe | Review date |
|---|--|---------------------|----------------|
| Classrooms are accessible for students with physical or learning difficulties | <ul style="list-style-type: none"> Adaptive SEND equipment is provided to students who have sensory or learning difficulties. Seating plans are in place so that students with mobility difficulties can access learning within the classroom. Guidance is applied from specialist partners (NHS and SEND practitioners). TAs are well trained to support students to access the site. | Whole academic year | September 2022 |
| Ensure access for visitors and students with a disability is feasible. | <ul style="list-style-type: none"> Take appropriate advice on new signage to be used in building. Lifts are maintained and serviced. | Whole academic year | September 2022 |
| Signage is clear and understandable for all students | <ul style="list-style-type: none"> Take appropriate advice on signage to be used in the building. Signs adapted where appropriate. | Whole academic year | September 2022 |

Planning duty 3: Improving access to written information

| Action Plan | Strategies | Timeframe | Review date |
|--|--|---------------------|----------------|
| Research alternative formats Explore audio formats Develop web-based materials | <ul style="list-style-type: none"> Review range of written information provided to students & parents- led by SSS and Central resources officer. When information about a parent's disability and accessibility requirements are shared with the Academy, notes are added to the school system and the information is swiftly shared with staff. | Whole academic year | September 2022 |

4. Monitoring arrangements

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

It will be approved by the Executive Operational Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy