



**POLICY TITLE:** **ACCESSIBILITY PLAN**

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**STATUS:** Statutory

**REVIEWED BY:** Local governing body/Principal

**DATE OF APPROVAL:** October 2019

**FREQUENCY OF REVIEW:** Three years

**DATE OF REVIEW:** October 2022

**AUTHOR:** Principal

### **Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Etonbury Academy has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Action	Outcome
Increasing curriculum participation	<p>A bespoke curriculum for some in Learning Support, working with Maths and English Department to include Functional Skills in English and Maths, Entry Level Qualifications.</p> <p>ASDAN qualifications</p> <p>Whole school intervention programme for, underachievement, Catch up and SEN students across all year groups.</p>	<p>Staffing and support groups. No additional purchases.</p> <p>Staffing and training</p> <p>New whole school intervention programme.</p>
Improving the physical environment	<p>Moving of lessons to accessible rooms, Staff provided to support.</p> <p>Establishment of new SEN dedicated support room</p> <p>New door handles fitted for particular student</p>	<p>Regularly monitored and in action</p> <p>Completed moved to new space September 2019.</p> <p>Completed</p>
Improving the delivery of accessible information	<p>The school works closely with the Local Authority Hearing Impairments and Visual Impairment services to improve accessibility of information to those students who need that level of support.</p>	<p>Work with HI team.</p>

<b>Staffing and CPD</b>	<p>Qualification for SENCOs, SENCo and Assessor qualifications</p> <p>New assistant SENDCo employed</p>	<p>Completed</p> <p>Completed</p>

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.