



Accessibility Plan

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1. Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for scholars and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to scholars and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a ‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more scholars than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled scholars and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled scholars and young people;
- They must not discriminate for a reason arising in consequence of a child or young person’s disability;
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled scholars and young people are not at a substantial disadvantage compared with their peers;
- This duty is anticipatory – it requires thought to be given in advance to what disabled scholars and young people might require and what adjustments might need to be made to prevent that disadvantage;
- Schools are allowed to treat disabled scholars/young people more favourably than non-disabled scholars/young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school can offer;

- Public bodies, including academies, are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled scholars and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled scholars, the steps taken to prevent disabled scholars being treated less favourably than others, the facilities provided to assist access of disabled scholars, and their accessibility plans.

An accessibility plan is a plan for, over a prescribed period—

- Increasing the extent to which disabled scholars/young people can participate in the school's curriculum;
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled scholars/young people are able to take advantage of education and associated services provided or offered by the school;
- Improving the delivery to disabled scholars/young people
 - within a reasonable time,
 - in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents
 - of information which is provided in writing for scholars/young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002.

2. Academy Context

Astrea Academy Sheffield is a mainstream academy providing all-through education with new state of the art facilities for 2-18 year olds. The school comprises of 2 buildings on a split site. The buildings cover a large site and all are of more than one storey construction.

As of September 2023, the academy has 1165 scholars on roll. Within the primary setting this is from Reception to Year 5 and in the secondary setting this is from Year 7 to Year 12.

As part of accessibility planning, we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for scholars / young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all scholars / young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
- Examine those parts of our active and extra-curricular activities which may have limited access for scholars' young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

3. Access to this Plan

This plan will be made available on the school website and upon request to anyone that requests it. If you require a copy of this plan, or any other policy, in a different format, please contact the school.

4. Other school policies and documents

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

- Equality Policy
- Inclusion Policy
- SEND Information Report.
- Behaviour Policy
- Safeguarding Policy

The academy's complaints procedure covers the Accessibility Plan.

5. Astrea Academy Sheffield Accessibility Plan

Target 1: To increase access to our knowledge rich curriculum				
Objective	Strategy	Outcome	Timescale	Review
To ensure that all scholars have access to the physical aids which they need to access their learning.	<p>Use of SEND Learning Plans and Education Health and Care Plans to highlight physical aids needed such as hearing loops, ICT equipment, reading pens, work stations etc. which scholars require to access their learning.</p> <p>Liaise with relevant professionals to ensure this information/provision remains up to date, relevant and impactful for the scholar.</p>	<p>All scholars in the academy to receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every scholar in this respect where possible.</p>	<p>Ongoing</p> <p><i>To be reviewed in line with statutory guidance.</i></p>	September 2024
To ensure that all work is effectively differentiated to meet the needs of all scholars.	Teaching and Learning is delivered in line with Astrea's Quality First Teaching (QFT) generic offer and wave 1 intervention (see appendix 1). This ensures all scholars have access to a knowledge rich curriculum in which invisible intervention is embedded to develop scholarship and promote good outcomes by all scholars regardless of need or starting point.	<p>All teachers teach to the top to ensure all scholars receive the same powerful knowledge supported by upwards scaffolding.</p> <p>This is supported by invisible differentiation using booklets, the chunking of information and by providing pre and post learning opportunities through the use of knowledge organisers.</p>	<p>Ongoing</p> <p><i>To be reviewed annual.</i></p>	September 2024
To ensure that all staff have a good awareness and understanding of all the scholars at Astrea Academy Sheffield and	Bi-weekly meetings (morning briefing, VAN, SLT, LM and departmental) ensure that lines of communication are clear and open and as such all staff are aware of the general needs of scholars.	The full needs of individual scholars are ascertained and then reviewed on a regular basis giving all professionals a clear and holistic picture of the child they are working with.	Ongoing	September 2024

<p>work together to meet their needs.</p>	<p>Any information that needs urgently sharing is done so by email or is verbally communicated.</p> <p>Regular Parent/Carer meetings are held as well as SEND Reviews – during which additional information can be obtained and used to inform the curriculum offer.</p> <p>Close links are established with external professionals working with the child to ensure their advice on supporting the child remains relevant.</p> <p>SEND provision is tracked through the relevant in school software such as Bromcom, provision map, class charts, etc.</p>	<p>Scholars are more likely to have needs met as a result.</p>	<p><i>To be reviewed annual.</i></p>	
<p>To ensure that the range of skills and experiences available within Astrea Academy Sheffield is diverse and up to date in order that the school is better able to assess and provide for scholars needs.</p>	<p>Current skills, training and experience are regularly reviewed.</p> <p>Training to address areas for development is sought in response to routine monitoring or in anticipation of working with a child with relevant needs.</p> <p>Regular INSETs make use of a range of different specialists to ensure skills are kept up to date and relevant.</p>	<p>Staff are confident at identifying individual scholars’ needs and planning to meet these.</p> <p>Scholars benefit from a knowledge rich curriculum which targets their needs and ensures that a broad and balanced learning experience is provided.</p>	<p>Ongoing</p> <p><i>To be reviewed annual.</i></p>	<p>September 2024</p>
<p>NB: Where access to the curriculum / activity is not immediately possible for individual scholars despite the above measures, we will enter into discussion with appropriate representatives to devise and make further reasonable adjustment to facilitate that access.</p>				

Target 2: To increase physical access to the school				
Objective	Strategy	Outcome	Timescale	Review
To ensure that all scholars have access to the physical aids which they need to access their learning.	<p>Use of SEND Learning Plans and Education Health and Care Plans to highlight physical aids needed such as hearing loops, ICT equipment, reading pens, work stations etc. which scholars require to access their learning.</p> <p>Liaise with relevant professionals to ensure this information/provision remains up to date, relevant and impactful for the scholar.</p>	<p>All scholars in the academy to receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every scholar in this respect where possible.</p>	<p>Ongoing</p> <p><i>To be reviewed in line with statutory guidance.</i></p>	September 2024
To ensure that all scholars have their medical needs met.	Astrea Academy Sheffield's Administration of Medication Policy outlines provision for scholars who require prescribed medication throughout the school day.	<p>All scholars receive the prescribed medication which they require.</p> <p>All scholars who require prescribed medication carry a medical card.</p>	<p>Ongoing</p> <p><i>To be reviewed annual.</i></p>	September 2024
To ensure that Astrea Academy Sheffield is accessible by all persons needing to use it.	<p>Astrea Academy Sheffield currently has:</p> <ul style="list-style-type: none"> • Disabled toilets • Disabled access via the main entrance to the building as well as the classrooms in the adjacent building via ramps. 	The main school building and classrooms based in the adjacent buildings are accessible to all, including those with disabilities. Scholars to have access to all learning activities through the use of accessible rooms	<p>Ongoing</p> <p><i>To be reviewed annual.</i></p>	September 2024
NB: Where access is not immediately possible for individual applicants for places/jobs or other visitors despite the above measures, we will endeavour to make further reasonable adjustments to facilitate access.				

Target 3: To increase access to written information in the school				
Objective	Strategy	Outcome	Timescale	Review
To ensure that information which is produced by Astrea Academy Sheffield is accessible.	Adjustments such as enlarging text/pictures or changing seating arrangements made where appropriate for individual scholars or groups. Similar adjustments made upon request to information designed for staff, parents and/or the general public. Use of pictorial/visual cueing in classrooms and across the school to support information sharing as needed.	All information disseminated by Astrea Academy Sheffield (including that within the classroom) is able to be used by its intended audience.	Ongoing <i>To be reviewed annual.</i>	September 2024
Look at alternative ways of providing information – eg audio versions for people with visual impairments or signing / communication support (as needed)	Seek advice from external agencies, the Trust Inclusion team and Learning Support for advice and strategies to support communication as required. Utilise language line to support in parent/carer meetings.	Relevant school information is stored in different formats and is therefore accessible to all those wishing to use it (as required).	Ongoing <i>To be reviewed annual.</i>	September 2024
NB: Where access to written information is not immediately possible despite the above measures, we will endeavour to make further reasonable adjustments or to put in place training programmes which will facilitate that access.				

6. How will this policy be monitored and evaluated

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated in accordance with the agreed timeframe.

7. When was the policy adopted and reviewed

The policy was adopted in March 2019 and is reviewed annual.

8. Appendix 1

Our vision: to provide an exceptional, knowledge rich experience, which ensures all scholars succeed.

QUALITY FIRST TEACHING

LYNETTE PEARCEY | SENCO



Area of Need	Quality First Teaching	
	Generic Offer for ALL scholars	Wave 1 Level 1+
<p>Communication and Interaction</p> <p>-Autism (ASD)</p> <p>-Speech Language & Communication needs (SLCN)</p>	<ul style="list-style-type: none"> Seating consideration made, front row first – use class charts for identification of SEND scholars and LPs. Classrooms are bright and clean/decluttered. Use SET to have the attention of the scholars before speaking to them. Use the booklets to model good practice, direct to key word lists, templates and sentence starters. 	<ul style="list-style-type: none"> Pre/post and over learning resources and strategies are used to enable the scholar to engage with learning in the classroom. Scholars may attend a language/literacy intervention.
<p>Cognition and Learning</p> <p>-Specific Learning Difficulties (SpLD) <i>Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia</i></p> <p>-Moderate Learning difficulties (MLD)</p> <p>-Sever Learning Difficulties (SLD)</p>	<ul style="list-style-type: none"> Scholars to use overlays were applicable. Chunk information into short tasks using booklets for guidance and the use of a timer to support. Set high expectations for all learners through the use of differentiated questions in the form of cold call questioning, return to scholars if no answer – there is no opt out. Consider use of language during teacher talk specifically clarity of explanations - keep instructions short and sharp and in line with whole school policy e.g. 'turn & talk – go' Ensure classroom layouts are consistent (rows) know your scholars so you are able to make environmental considerations to meet the needs of all e.g. seating position, noise, personal 	<ul style="list-style-type: none"> Small steps approaches/break tasks down if needed – to support the already planned sequencing of learning within booklets. Scholar is provided with personalised resources/advise through the use of mini whiteboards, sentence starters etc. Scholar may attend a language/literacy intervention such as Lingo, Fresh start, etc.

Scholarship

Respect

Responsibility

Curiosity

Tenacity

Profound and multiple Learning Difficulties (PMLD)	<p>space and classroom layouts, displays and signage should be purposeful and have meaning.</p>	
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • All teachers teach to the top to ensure all scholars receive the same powerful knowledge supported by upwards scaffolding. 	<ul style="list-style-type: none"> • Consultation with other colleagues in school specifically the SEND team/SENCO/Assistant SENCO.
-Attention Deficit Hyperactive Disorder (ADHD)	<ul style="list-style-type: none"> • Routine feedback is given to scholars through live marking and questioning and scholar self-assessment with a red pen. 	<ul style="list-style-type: none"> • Restorative conversation models used post-incident lead and directed by heads of year.
-Social, Emotional and Mental Health (SEMH) Anxiety, OCD, Eating disorders	<ul style="list-style-type: none"> • Use of different methods of recording are applied where identified for specific scholars (written, typed, voice recorders etc.) 	
Sensory and/or Physical	<ul style="list-style-type: none"> • Provide consistent and predictable environments, give additional prior warning to prepare Scholars for changes to their normal day/routine. 	
-Visual Impairment (VI)	<ul style="list-style-type: none"> • Offer support and reassurance to scholars using our extensive and outstanding pastoral team! 	<ul style="list-style-type: none"> • Use hearing loops
-Hearing Impairment (HI)	<ul style="list-style-type: none"> • Staff maintain a balance of being warm and strict to keep expectations high in line with the academy behaviour policy. 	<ul style="list-style-type: none"> • Prompt scholars to wear/use supporting devices
- Multi Sensory Impairment (MSI)	<ul style="list-style-type: none"> • Model behaviour expectations. 	<ul style="list-style-type: none"> • Advice from specialist teacher is implemented in the classroom (CPD)
-Physical Difficulty (PD)	<ul style="list-style-type: none"> • Allow for additional processing time (where needed). 	<ul style="list-style-type: none"> • CPD training offer taken up by school to raise awareness
	<ul style="list-style-type: none"> • Use our rewards system. 	
	<ul style="list-style-type: none"> • Create opportunities to work with positive role models in turn and talk tasks and when creating the seating plans. 	
	<ul style="list-style-type: none"> • Subtitles on all videos. 	
	<ul style="list-style-type: none"> • Access arrangements including reasonable adjustment for key stage 4 scholars are implemented for assessments (where possible). 	
	<ul style="list-style-type: none"> • Academy prioritises overlearning using revision and recall and knowledge organisers for homework. Pre learning of vocabulary combined with visuals to support this learning in classrooms using booklets. 	
	<ul style="list-style-type: none"> • Use of visual reminders to reduce cognitive load such as booklets, timer, mini whiteboard to make lists etc. 	

