

# Accessibility Plan

## 2024-27

<b>Approved by:</b>	Kerrie Henton	<b>Date:</b> 01/09/2024
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<b>Last reviewed on:</b>	01 September 2024 ST
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<b>Next review due by:</b>	01 September 2025
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## Accessibility Plan 2024-27

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Under the Equality Act 2010, all schools must have an Accessibility Plan. This plan complies with our funding agreement and articles of association.

Stone Soup Academy has adopted this accessibility plan in line with the school's **special educational needs policy**. The purpose of the plan is to:

1. Increase the extent to which disabled students can participate in the curriculum (c)
2. Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided (e)
3. Improve the availability of accessible information to disabled students (i)

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website. The plan should be read in conjunction with the school's Health and Safety and SEND policy.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality 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 students with SEND. The plan is available on the school website, and paper copies are available upon request.

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

Aim	Objectives State short, medium and long term objectives	Action to be taken	Responsible person	Deadline	Success Criteria
<p><b>Increase access to the curriculum for pupils with a disability.</b></p>	<p>To provide training for staff to support students with SEND in the classroom</p>	<ul style="list-style-type: none"> <li>• New staff to receive training as part of the Induction Programme and calendared CPD cycle.</li> <li>• All staff to receive ongoing training as part of the calendared CPD cycle, which includes whole school and personalised CPD opportunities for SEND/ Inclusion</li> </ul>	<p>SENCo</p> <p>VP for T&amp;L/ SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Induction programme in place</p> <p>CPD evidenced on Standards Tracker</p>
	<p>To accelerate the progress of students with SEND</p>	<ul style="list-style-type: none"> <li>• Wave 2&amp;3 timetabled intervention, including literacy and numeracy</li> <li>• SEND data on SIMS is used to inform well planned lessons</li> </ul>	<p>VP for T&amp;L</p>	<p>Ongoing</p>	<p>Identified students make good progress - Literacy Tracker</p> <p>Personalised Learning in place/ all students meet SSA attainment targets - Progress Tracker</p>

	<p>To continue to improve provision of ICT equipment for students with SEND</p>	<ul style="list-style-type: none"> <li>• Teachers to have the opportunity to observe outstanding ICT practice in lessons, including the use of Virtual reality headsets</li> <li>• Students identified and trained to use reading pens for exam arrangements</li> <li>• Students identified and trained to use audio reader online to assist with 'reading for enjoyment'</li> </ul>	<p>VP for T&amp;L/ SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Target students engaging in target lessons - behaviour tracker</p> <p>audio readers and reading pens used for identified students in exams - Exam records</p>
	<p>To ensure smooth transition for all students with SEND</p>	<ul style="list-style-type: none"> <li>• Students with a physical disability/ medical need to have an access visit and, where appropriate, a risk assessment and PEEP in place</li> <li>• Training in place in accordance with risk assessment/ PEEP</li> <li>• Liaise with referrer/ college/ parent/ student to identify need, resources and adaptations</li> </ul>	<p>Head of Operations &amp; VP &amp; SENCO</p> <p>Head of Operations &amp; VP &amp; SENCO</p> <p>VP, SENCO, Personal Coach and 16+ Lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Risk assessment and PEEP in place</p> <p>Training in place</p> <p>Student provision map in place and shared with appropriate personnel</p>

	Continue to develop and promote a wide range of extra-curricular activities for students with SEND, across the Academy.	<ul style="list-style-type: none"> <li>All students are encouraged to participate in activities</li> </ul>	All staff	Ongoing	Activities tracker show wide range of participation
Improve and Maintain Access to the site	Stone Soup Academy has two sites: Milbie House and High Pavement. High Pavement and Millie House are 4-storey buildings with a lift to 3 floors, and ramp access. The reception area is wheelchair accessible. There are accessible toilets and shower which have an emergency pull cord. All doors have vision panels and are a suitable width for wheelchair access, as are the corridors. Both buildings have an auditory fire alarm. Signage is in written form and emergency routes are clearly labelled.				
	Lift	<ul style="list-style-type: none"> <li>Annual maintenance check</li> </ul>	Head of Operations	Ongoing	Inspection and maintenance has taken place
	Ensure SEND students are able to access classrooms and leisure areas	<ul style="list-style-type: none"> <li>Timetable rooming to take into account students individual needs and ability to access classrooms/safely</li> </ul>	VP for T&L	Ongoing	SEND students are able to access their timetable
Improve the delivery of written information to students	The academy uses its website, text messaging, letters, home visits, posters, displays and phone calls to communicate with students and their parents/ carers to ensure information is accessible				

	Posters/signage	<ul style="list-style-type: none"> <li>Font size and read ability considered in all signage and posters.</li> </ul>	VP	Ongoing	Visible around school
	Print	<ul style="list-style-type: none"> <li>Large print resources available for visually impaired students</li> </ul>	SENCO	Ongoing	Resources in place