



Accessibility Plan

The Dean Academy

Approved by:

The Dean Academy
Governing Body

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Last reviewed on:

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Vision and Values

At The Dean Academy we pride ourselves on our support and provision for students with Special Educational Needs and Disabilities (SEND). Students are at the heart of all we do and we strive to ensure all students are happy and safe at school. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students. We value the contribution every student makes and we welcome the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all. As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

Our accessibility 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.

Gloucestershire County Council (GCC) has a legal duty to prepare an accessibility strategy for the schools and settings for which it is responsible, under the Equality Act (2010).

The Accessibility Strategy 2024-27 sets out how the Local Authority will support schools and settings, for which it is the responsible body, to comply with these duties and other educational settings including those for Early Years and Post 16.

The Local Authority will review the strategy annually, and will continue to work with stakeholders to promote within schools and settings.

If you'd like to read the strategy it's available through the [Gloucestershire Accessibility Strategy 2024-2027](#) page on the [GlosFamilies Directory](#) and Local Offer.

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 students, parents, staff and governors of the academy.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for students with a disability</p> <p>(see our SEND Curriculum Offer for more specific information)</p>	<ul style="list-style-type: none"> ➤ Our school offers a highly differentiated curriculum for all students ➤ Student voice and student needs are at the heart of what we do ➤ We use resources that are adapted to the needs of students who require support to access the curriculum ➤ Curriculum progress is monitored closely for all students, including those with a disability ➤ Targets are set effectively and are appropriate for students with additional needs ➤ The curriculum is reviewed to ensure it meets the needs of all students ➤ Our KS4 curriculum offers a range of vocational courses ➤ Students and parents have an understanding of access arrangements for examinations 	<ul style="list-style-type: none"> ➤ All staff understand SEND is a whole school responsibility ➤ Provision for individual students is bespoke according to their individual needs. ➤ Bespoke provision for students discussed and agreed as part of our Graduated Approach. ➤ For all staff to have access to high quality ongoing SEND CPD throughout the academic year. ➤ Detailed Learning Profiles (available on Class Charts) will be regularly updated ➤ Students with confirmed Access Arrangements will receive face-to face training on how to use their entitlements. ➤ Parents/carers informed if a student is granted access arrangements. 	<ul style="list-style-type: none"> ➤ Student voice and student needs to be at the heart of all we do. ➤ Parents/Carers to be involved in the decision making of provision for students with SEND. ➤ Curriculum resources include examples of people with visible and invisible disabilities. ➤ SENDCo and Assistant SENDCo to regularly contribute to or lead staff briefings to ensure all staff feel fully supported in their understanding of SEND and their teaching and support of students with SEND. ➤ Learning walks completed by SLT, DOFs, HOYs and SEND to establish strengths and areas for development of quality first teaching. ➤ Areas of improvement to be identified and staff to be supported accordingly. 	<ul style="list-style-type: none"> ➤ Every member of staff in school is responsible for students with SEND ➤ SENDCo to oversee whole school support and provision for SEND students (line managed by deputy headteacher) 	<ul style="list-style-type: none"> ➤ Ongoing monitoring and ongoing improvements ➤ Success to be monitored and discussed through: individual student's Annual Reviews/SEND Reviews, Senior Curriculum Leader meetings, Raising Standards meetings, Faculty meetings, SENDCo's line management meetings with deputy head and Learning Support faculty reviews, Governors 	<ul style="list-style-type: none"> ➤ Students with SEND needs will feel happy and safe in school. They will feel confident talking to key staff and they will feel listened to and understood. ➤ Parents/Carers will be involved in the decision making regarding provision as part of review meetings and our Graduated Approach. • Students' needs will be met through high quality teaching and in the inclusive classroom environment ➤ Students accessing a bespoke timetable will make progress (academically and emotionally) and will feel a sense of achievement. ➤ All staff will feel confident understanding students' needs and will know how best to support them.
<p>Improve and maintain access to</p>	<p>The environment is adapted to the needs of</p>	<ul style="list-style-type: none"> ➤ For all students and parents/carers to be 	<ul style="list-style-type: none"> ➤ Learning Profiles on Class Charts to detail 	<ul style="list-style-type: none"> ➤ Every member of staff in school is 	<ul style="list-style-type: none"> ➤ Ongoing 	<ul style="list-style-type: none"> ➤ Students, parents and staff with physical

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the physical environment	<p>pupils as required. This includes:</p> <ul style="list-style-type: none"> ➤ One external lift to science block ➤ Flat ground access to all buildings or permanent or removable ramp access ➤ Disabled parking bays ➤ Disabled toilets and changing facilities ➤ Warning strips placed on the edges of all steps and uneven ground to help students with Visual Impairments (VI) ➤ Personal Emergency Evacuation Plans (PEEP) written for students with physical disabilities. ➤ Additional support from external specialist advisors (according to the needs of the individual student). ➤ Table slants are available for identified students. 		<p>able to fully access information in the best way for them.</p> <ul style="list-style-type: none"> ➤ For students' needs to be monitored carefully by all staff involved with them. ➤ Provision to be adjusted to include additional support/technology if necessary. 	<p>students' needs and strategies to support them.</p> <ul style="list-style-type: none"> ➤ SENDCo and team to liaise with students, parents and external specialist advisors to ensure all students are safe and able to fully access the school environment. ➤ Personal Emergency Evacuation Plans (PEEP) written for students with physical disabilities. 	<p>responsible for students with SEND.</p> <ul style="list-style-type: none"> ➤ SENDCo to take overall responsibility with the support of Assistant SENDCo. ➤ SENDCo to report directly to the Deputy Headteacher. ➤ Finance Manager to liaise with the site team regarding any proposed changes/adjustments to the school building. 	<ul style="list-style-type: none"> ➤ .All PEEPS for 2024- 2025 will be written in conjunction with students and parents; copies have been sent home. ➤ All staff are aware of students with a PEEP and have access to details on Class Charts. ➤ Dates for actions depends on individual students' needs and review meetings. 	<p>needs will be safe in school and able to access the physical environment with confidence.</p> <ul style="list-style-type: none"> ➤ Students' needs will be known to all staff. ➤ Students, parents, staff and any visitors to the school will be able to access the school building.

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<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ➤ Signage ➤ Large print resources ➤ Coloured paper ➤ Dual coding (using symbols to support understanding of the written word) ➤ Reading pens ➤ Use of laptops ➤ Face-to-face training for Access Arrangements plus information available on our website 		<ul style="list-style-type: none"> ➤ For all students and parents/carers to be able to fully access information in the best way for them. ➤ For students' needs to be monitored carefully by all staff involved with them. ➤ Provision to be adjusted to include additional support/technology if necessary. 	<ul style="list-style-type: none"> ➤ Learning Profiles on Class Charts to detail students' needs and strategies to support them. ➤ SENDCo and team to liaise with students, parents ➤ and external specialist advisors to ensure all students are able to access all information. ➤ SENDCo/Learning Support team/other members of staff to call parents if we feel this is a better way for them to receive information. ➤ School staff to further improve communication with parents by sharing support information and running support sessions on specific needs e.g. transition, anxiety, autism, dyslexia etc). 	<ul style="list-style-type: none"> ➤ Every member of staff in school is responsible for students with SEND ➤ SENDCo to take overall responsibility with the support of Deputy SENDCos and other members of staff. SENDCo to report directly to the Deputy Headteacher. ➤ Finance Manager to liaise with the site team regarding any proposed changes/adjustments to the school building. signage. 	<ul style="list-style-type: none"> ➤ Ongoing. ➤ Dates for actions depends on individual students' needs and review meetings. 	<ul style="list-style-type: none"> ➤ Students, parents and staff with disabilities will be able to access all information.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the deputy head teacher, SENDCO and SEND governor.

It will be approved by the governing and the headteacher].

5. Links with other policies

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

- Access Arrangements Policy
- Health and Safety Policy
- Equality objectives 2023-2027
- SEND Information Report
- SEND and Learning Difficulties Policy
- SEND Curriculum Offer