

## United Learning Accessibility Plan-Fir Vale Academy

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

### **0. Fir Vale Academy – Accessibility Aims (2025 – 2028)**

#### **1. Access to the Curriculum (Teaching, learning and wider school life)**

- Provide an inclusive and ambitious curriculum that promotes opportunity and achievement for all pupils, including those with disabilities and SEND.
- Remove barriers to learning through effective adaptation and support, encouraging determination and enabling pupils to succeed.
- Work in partnership with pupils, families and staff to strengthen togetherness and ensure provision is responsive to individual need.

#### **2. Access to the Physical Environment (Buildings, facilities and safety)**

- Ensure the school environment is safe, accessible and welcoming for pupils, staff, parents and visitors, reflecting respect and kindness.
- Plan and review reasonable adjustments to support independence, dignity and full participation in school life.
- Maintain and improve facilities so all members of the school community can engage confidently, promoting togetherness and inclusion.

#### **3. Access to Information (Communication and engagement)**

- Ensure information is clear, timely and available in accessible formats to support opportunity and achievement for all.
- Communicate effectively with pupils, families and staff, demonstrating respect and kindness in how information is shared.
- Use a range of communication methods to promote togetherness and ensure everyone can engage fully with school life.



## 1. UL 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 equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.

## 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.



### 3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform actions of any subsequent plans.

The 3 areas considered in this plan are:

- a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.
- b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.
- c) **Improving the provision of information** - The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.



Accessibility Action Plan 2025 - 2028			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
Outcome 1: Statutory policies and procedures consistently reflect inclusive curriculum practice.	<ul style="list-style-type: none"> <li>- Review statutory policies for compliance with the Equality Act 2010 and SEND Code of Practice</li> <li>- Ensure curriculum policies clearly reference inclusive and adaptive teaching</li> <li>- Publish and review policies within statutory timescales</li> </ul>	Principal SENDCo Senior Leadership Team Governing Body	Reviewed annually
Outcome 2: Effective transition and communication support continuity of curriculum access.	<ul style="list-style-type: none"> <li>- Liaise with feeder primary schools, local schools and SENDSARS</li> <li>- Gather and share curriculum, attainment, and support information</li> <li>- Identify needs early for Year 7 and in-year admissions</li> <li>- Implement reasonable adjustments from point of entry</li> </ul>	SENDCo Deputy SENDCO SLT Transition Lead Heads of Year Admissions Team	Annually (Y6–7) As required (in-year)
Outcome 3: External agency advice informs curriculum planning and classroom practice.	<ul style="list-style-type: none"> <li>- Liaise with health, therapy, and specialist services</li> <li>- Share guidance promptly with staff to inform adaptations</li> <li>- Embed recommendations into classroom practice and support plans</li> <li>- Review impact through APDR processes</li> </ul>	SENDCo Medical Officer External Agencies	Ongoing Reviewed termly
Outcome 4: An inclusive SEND culture is embedded, visible and well communicated.	<ul style="list-style-type: none"> <li>- Publish SEND and accessibility information on the school website</li> <li>- Ensure statutory documentation is accessible, current, and clear</li> <li>- Promote and celebrate inclusive practice through school communication</li> </ul>	SENDCo Senior Leadership Team Admin / Website Team	Reviewed annually
Outcome 5: Pupils access an ambitious curriculum through adaptive and responsive teaching.	<ul style="list-style-type: none"> <li>- Pre-plan for SEND, EAL and literacy needs</li> <li>- Adapt United Learning curriculum resources without reducing ambition</li> <li>- Use assessment for learning to identify and address barriers</li> <li>- Embed scaffolding, modelling, chunking and explicit vocabulary instruction</li> <li>- Deliver CPD, coaching and QA focused on curriculum accessibility</li> <li>- Use United Learning advisor teams to strengthen practice</li> </ul>	Assistant Principal – Teaching & Learning Heads of Department SENDCo United Learning Advisor Teams	Ongoing Reviewed termly
Outcome 6: Pupils with physical, sensory and medical needs fully access the curriculum.	<ul style="list-style-type: none"> <li>- Plan reasonable adjustments in advance of lessons</li> <li>- Implement seating plans and classroom layouts to support access</li> <li>- Ensure auxiliary aids and specialist equipment are available</li> <li>- Adapt practical lessons, visits, and enrichment activities</li> <li>- Use care plans, PEEPs and medical guidance to inform teaching</li> </ul>	SENDCo Assistant Principal – Teaching & Learning Medical Officer Heads of Department	As required Reviewed at least annually



Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
<b>Lifts</b> The school has two lifts, granting access to all floors in both buildings.	N/A		
<b>Parking bays</b> Disabled parking bays are located nearest to the buildings.	N/A		
<b>Main and rear entrances</b> Buildings on the school site are all accessible via ramps where necessary.	N/A		
<b>WCs and changing facilities</b> Accessible WCs are available on the ground, first and second floor. The Sports centre also has accessible WCs on the ground and first floors.	N/A		
<b>Reception area</b> Reception is accessible and located on the ground floor.	N/A		
<b>Number of storeys and corridor access</b> The school accommodates close to 1000 students and 140 staff. The main school building consists of three floors (ground floor, first floor and second floor). Corridor access and egress are suitable for accessibility.  The Sports Centre is a separate building and is accessible via ramp to the ground floor.	N/A		
<b>Astroturf pitches and grass fields</b> There is a ramp towards the Astroturf pitches and grass fields.	N/A		
<b>Internal signage</b> Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment. In addition, accessible toilets	N/A		



are clearly marked.			
<b>Emergency escape routes</b> Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment.	N/A		
<b>Emergency Evacuation</b> Personal Emergency Evacuation Plan (PEEP) is put in place for those who require assistance during an evacuation. PEEPS are bespoke to each individual.  Refuge points are clearly marked in school and evacuation chairs are available for every stairwell.	N/A		
<b>Furniture and equipment</b> Furniture and equipment is selected, adjusted and located appropriately. The school will work with Occupational Health therapists/external consultants and parents/carers to agree a plan that meets individual needs for furniture and equipment.	N/A		
<b>Movement/access in classrooms</b> Seating plans are used to ensure students with disabilities are seated appropriately.	N/A		
<b>External steps</b> External steps have contrasting colour edging.	N/A		
<b>Ramps</b> Handrails are in place for external ramps.	N/A		
<b>Wheelchair movement in school</b> It is possible for a wheelchair user to move through school unaided.	N/A		
<b>Doorways</b> All internal doors allow a wheelchair user to get through unaided.	N/A		
<b>Hearing Impaired</b> The school does not have hearing loops at reception. There is a hearing-impaired provision on-site that student's access.	The school does not have hearing loops at reception. There is a hearing-impaired provision on-site that student's access.	UL Facilities Manager (Yorkshire Cluster) Mitie (Private Finance Initiative-PFI)	Complete by August 2026



	Review the set up at reception for hearing impaired visitors.		
<b>Emergency alarms</b> The emergency evacuation alarm does have flashing lights, however, for hearing impaired staff and students, this will also be reflected in their PEEP.	N/A		



<b>Section 3: How does school deliver materials in other formats? (Provision of Information)</b>			
<b>Accessibility outcome</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Timescale</b>
Outcome 1: Statutory information and communication meet accessibility requirements.	<ul style="list-style-type: none"> <li>- Review statutory information for compliance with the Equality Act 2010</li> <li>- Ensure information is available in accessible formats on request</li> <li>- Publish and review information within statutory timescales</li> </ul>	Principal SENDCo Senior Leadership Team Governing Body Admin / Website Team	Annually
Outcome 2: Communication with parents and carers is accessible and inclusive.	<ul style="list-style-type: none"> <li>- Use translation and interpretation services where required</li> <li>- Provide written information in alternative formats on request</li> <li>- Support parents to access digital communication platforms</li> </ul>	SENDCo Admin Team EAL Lead	Ongoing Reviewed annually
Outcome 3: Pupils with SEND, sensory and communication needs receive information in accessible formats.	<ul style="list-style-type: none"> <li>- Adapt information using visuals, simplified language, and structured formats</li> <li>- Use alternative and augmentative communication methods where required</li> <li>- Share key information through consistent classroom routines</li> </ul>	SENDCo Teaching Staff Heads of Department	Ongoing Reviewed termly
Outcome 4: Information sharing supports effective transition and continuity.	<ul style="list-style-type: none"> <li>- Share information with feeder schools and external professionals</li> <li>- Ensure timely transfer of SEND and medical information</li> <li>- Provide clear information to pupils and families at transition points</li> </ul>	SENDCo SLT Transition Lead Heads of Year Admin Team	Annually (transition) As required (in-year)
Outcome 5: Inclusive SEND culture and accessibility information are visible and understood.	<ul style="list-style-type: none"> <li>- Publish SEND and accessibility information on the school website</li> <li>- Ensure information is clear, accessible and up to date</li> <li>- Promote inclusive practice through school communications</li> </ul>	SENDCo Senior Leadership Team Admin / Website Team	Annually
Outcome 6: Staff are confident in sharing information accessibly.	<ul style="list-style-type: none"> <li>- Provide guidance and CPD on accessible communication</li> <li>- Share best practice for adapting information</li> <li>- Use advice from external agencies to inform communication approaches</li> </ul>	SENDCo Senior Leadership Team United Learning Advisor Teams	Ongoing Reviewed annually



## 4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.

