Ercall Wood Academy

Empower | Respect | Aspire

Accessibility Plan

Approved By Governing Body	Scheduled
The policy is to be reviewed on	October 2027

Introduction

Ercall Wood Academy is an inclusive school where all members of the school community are of equal worth, and each has the opportunity to be the best that they can be. We aim for our students to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training. Every teacher is a teacher of every child or young person, including those with SEND.

Under the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Specific duties

At Ercall Wood Academy we recognise and welcome our responsibility to make everyone feel included. The school has a duty to make reasonable adjustments for students with a disability:

- Where a disabled student is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Accessibility planning

This document outlines our accessibility planning for pupils with physical disabilities. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Our accessibility plan aims to:

1. Increase the extent to which disabled students can participate in the curriculum.

2. Improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and

3. Improve the availability of accessible information to disabled students. This plan should be considered alongside the Equality and Diversity Policy and the SEN School Information Report.

Ercall Wood Academy is committed to:

1. **Increasing the extent to which disabled students can participate in the curriculum**.

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits support the school to review patterns of achievement and participation by disabled students in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation. We aim to provide all students with a broad and balanced curriculum that is scaffolded, personalised and age appropriate.

We will seek and provide additional opportunities where possible for our students to succeed in settings other than the main school environment. Our staff recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an accessibility plan.

In performing their duties our governors have regard to the Equality Act 2010. Our governing body:

- Recognises and values the young person's knowledge of their own disability.
- Recognises and values the parent's knowledge of their child's disability.
- Recognises the effect that disability has on a person's ability to carry out activities.
- Respect the child's and the parent's right to confidentiality.

2. **Improving the physical environment of schools.**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room

space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

3. **Improving the availability of accessible information to disable students.**

This part of the duty covers planning to make written information normally provided by the school to its students – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. We aim to consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

References - The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provider

Improving the Curriculum Access at Ercall Wood Academy

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Training for teachers planning for and addressing barriers to learning	CPD to take place on SEN barriers and adaptive teaching	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Training throughout academic year 26-27.	Increase in access to the National Curriculum; students able to access work more independently
Refresher training on supporting the needs of learners who are hearing and visually impaired	Inclusion update information to contain strategies to support HI (and VI) students; learning walks; additional CPD as needed	Students who are HI (or VI) can access the curriculum with targeted support and where possible, independently	Training throughout academic year 26-27.	Increase in access to the National Curriculum; students able to access work more independently
Wider use of assistive technology in the classroom	Update existing laptops and explore other options such as tablet computers.	Students can access more information and support through assistive technologies such as tablet computers	In place for September 2026.	Increase in access to the National Curriculum; students able to access work more independently
To work actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.	LAC Lead to represent children in care within school planning meetings. Family support liaison role in place.	Attendance to school and participation in the curriculum and trips to be supported.	Family support liaison role in place.	Improved in school attendance and participation within the curriculum and extra-curricular activities.

Improving the Sharing of Information at Ercall Wood Academy

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Accessibility of lesson resources – printed, online, concrete etc	Departments to audit their resource banks and ensure that basic requirements (such as font style/size/colour) are met. Adaptive resource requirements collated and shared with all teachers.	Lesson resources are fully accessible for all learners.	Fully in place for academic year 26-27.	All learners can access learning materials within the lesson independently.
Accessibility of language – written and spoken. That complex language is not over-simplified for less able pupils.	Training for teachers and LSA's on language structure and techniques to use to break down complex language so that the core ideas are still communicated. Reading ages of pupils made accessible to staff.	Complex language is broken down and scaffolded as normal practice.	Fully in place for academic year 36-27	All learners experience to same complexity of language and are supported in their understanding of it.
Access to learning materials outside of school, particularly for learners with part-time attendance	Development of online curriculum materials.	A basic core curriculum can be supported by additional learning materials which can be accessed in school or from home.	Fully in place for Sept 2026.	Pupils who are unable to attend school can more easily access work missed, reducing the need for teachers to set additional work.

Improving Physical Access and the Physical Environment at Ercall Wood Academy

Area for Development	Action points	Outcomes	Timeframe	Success Criteria
Quiet, safe area available for students with autistic spectrum disorders and SEMH needs within Mountain Rescue Base. Additional space allocated.	Current spaces to be re-evaluated and a room where sensory needs can be managed will be created.	Students with ASD or SEMH needs have a safe room to go to when needed, where they are discreetly supervised.	Fully in place by September 2026.	Students with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning
Distinct zones for supporting students with different needs	Current spaces to be re-evaluated and to create distinct zones for 1:1 mentoring, small group interventions and academic learning spaces.	Students with SEND have access to a safe, supervised drop in space during the day. Withdrawal groups have dedicated and appropriate teaching spaces.	Fully in place by September 2026.	Students with a wide variety of different SEND are able to learn, self-regulate or receive therapy in an appropriate environment.