



St Anne's  
Church of England Academy

The best for everyone  
The best from everyone  
We have faith in our future

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## Accessibility Plan

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Review Date: Summer 2025

Policy reviewed by Governors

Approved 17<sup>th</sup> May 2022.

Signed

**Tim Mitchell**  
**Chair of Governors**

ST ANNE'S CHURCH OF ENGLAND ACADEMY

HOLLIN LANE, MIDDLETON, M24 6XN.

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# St Anne's Church of England Academy Accessibility Plan 2022-25

St Anne's Academy is a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. We aim to make all adjustments possible to support full access for students and staff. We are committed to actively promoting equal opportunities with all staff and students.

## The principles that underpin this plan

In line with the Equality Act 2010 the aims of this policy are to:

- Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
- Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability can participate fully in school life
- Respond to individual student need to make suitable adaptations to the physical environment
- Overcome potential barriers to learning and assessment for students with a physical or learning disability

## Reasonable Adjustments

At St Anne's Academy we are committed to reasonable adjustments as summarised in the 2010 Equality Act:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- St Anne's Academy is committed to making reasonable adjustments for students with physical disabilities and learning disabilities

## Information regarding Students' Needs and Plans for Accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from advisory services such the Visual Impairment team
- Individual drop in surgeries and workshops are provided throughout the year to respond to individual student need or specific change in circumstances
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and support staff are provided on a One Page Profile
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files
- Individual students are reviewed at Year Group review and any relevant actions for modifying reasonable adjustments are made

## Accessibility and Reasonable Adjustments for Students with Physical Disabilities

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- If the academy has students with visual impairments, the Local Authority team are invited into the school to complete a risk assessment of the site to ensure it is safe for students with physical disabilities and significant visual impairments
- The SENDCo reviews all information and arranges for a meeting with the student and family before the point of transition
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), the SENDCo or AHT for Achievement for All attends the relevant statement review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to ICT to support with visual impairments (and physical disabilities)
- We will track and monitor how well students are accessing the physical environment in their first few weeks and report back to the SENDCo or AHT who liaises with support staff
- There are lifts across the site
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport and school drop off arrangements are made with families or the local authority where appropriate, so students have easy access to the school buildings

## Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Assistant Headteacher for Achievement for All alongside the SENDCo, leads the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting students with ADHD
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, surgeries, feedback from observations and learning walks, on staff resources drive and as part of whole staff training, NQT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve
- At key stage 4, through consultation with the student and their family, students embark on an option package

Action	Success Criteria	Lead Person	Timescale
Develop a curriculum which promotes accelerated learning and skills for learning.	All lessons will include effective differentiation strategies so that all students can access the curriculum and make progress. All lessons will	Headteacher/Deputy Headteacher /Assistant Headteacher	Spring 2023

	use consistent approaches to aid transferability.		
Ensure parents of Year 6 students are fully informed of the reasonable adjustments that we offer through the transition process	Reasonable adjustment will be modified or considered with a greater focus on meeting individual student need.	Assistant Headteacher	Spring 2022
Estate improvement projects to incorporate and highlight specific access / use improvements	The building was built and designed in 2010 as a fully accessible build. The new Achievement for All base is now embedded and a fully functioning part of the school building, will meet student needs, appropriately located within the school building, and staffed with a dedicated team. A new lighting project in humanities and maths will be beneficial to the visually impaired students.	Headteacher	Autumn 2022
Online Communication Accessibility	Continued development of website, Teams and all communication channels making content and design clear and enabling additional adaptations as needed. Reduce “click times” and ensure text is easy to read or can be accessed via screen readers. Ensure technology is appropriate particularly for home learning. Include over-lays for screen and the use of colour veil.	ICT Support with Deputy Headteacher	Ongoing
Virtual Desktop Environments (VDI)	Promote the use of VDI so that students can access special applications and facilities from any PC in the school and not	ICT Support	Spring 2024

	limited to a specific location.		
IT Group Policies	Extend and develop "group policies" to enhance desk top experience as required for upgraded systems with better functionality, clearer, user friendly, depending on need.	ICT Support	Spring 2023
Exam Access Arrangements	Students with special educational needs are tested appropriately using the GL Assessment tests, CATs and EXACT. These tests assess the reading comprehension and speed. The tests also indicate writing and typing speed. When arrangements have been allocated these will be replicated in class assessment so that students are capable and comfortable using them in the formal examinations. All arrangements allocated will be shared with teaching staff and students encouraged to use them within assessment and examination. All arrangements allocated are within the JCQ guidelines.	SENCO/Assistant Headteacher	Spring 2022