

Padgate Academy

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ACCESSIBILITY PLAN

2022-2025



**PADGATE
ACADEMY**



Author: Mrs. K Bretherton SENCo

Committee: SLT

Audience: Staff, Governors, Students, Parents/carers

Dates: 3 Year Plan 2021-22 to 2024-25

Working party consulted: Paul Sinnott- Head of Facilities Management, Jessica Hawley Director of Studies- Student Support, Chris Pollard-Director of Studies- Ebaac, Kath Bretherton-SENCo, Stuart Piggott- Trust Head of IT

The Academy supports any available partnerships to develop and implement the plan.

Date of next review by working party:	Reviewed by:

AIMS:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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 students

Padgate Academy recognises its duties towards disabled students under the Equality Act 2010:



- Not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- Not to treat students with disabilities less favourably for a reason related to their disability
- To make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- To publish an accessibility plan that will increase access to education for students with disabilities

LEGISLATION AND GUIDANCE

Guidance from the DfES states that a person has a disability if he or she has a long term physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities

Under the 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.

It is a requirement that the academy's accessibility plan be resourced, implemented, and reviewed and revised, as necessary.



AIMS OF THE ACCESSIBILITY PLAN

- To ensure that all students are fully involved in academy life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students. To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
- To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the academy.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.

Padgate Academy has a strong commitment to equal opportunities and accessibility as laid out in the Academy Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion Documents. As an academy we aim to embed accessibility into everything we do; in academy improvement, in curriculum development, in maintaining and improving the physical environment, in professional development.

Padgate Academy aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the academy led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the governing body and TCAT.

OVERVIEW OF ACADEMY BUILDING

- Padgate Academy is a building comprised of a main school 6 blocks. Access to the blocks is difficult but can be done using portable ramps. The majority of the Academy building is situated at ground floor level. There is a lift available in a two-storey teaching block. A wheelchair ramp is available. The environment has



been adapted for a visually impaired student, and there are handrails fitted on steps and stairways. There is some disabled toilet access, and the changing rooms are at ground floor level. Should specialist equipment be needed, a key worker will be allocated to ensure this is available and accessible.

OVERVIEW OF STUDENTS

At the Academy, we currently provide support for students with a range of Special Educational Needs, including:

- Cognition and learning
- Communication and interaction
- Social, emotional, and mental health
- Sensory and/or physical needs

We also have students who have significant medical needs such as diabetes and cerebral palsy.

Adaptations to the curriculum and the learning environment for SEND students

Students with SEND are entitled to:

- Be set suitable learning challenges that challenge and aid progress.
- Have action taken to respond to their diverse learning needs. This will include physical access, within the constraints of the building technical features to support e.g. visual/ hearing impairments and suitably supported environments for all activities – teaching and learning; social; dining; physical exercise, changing and personal hygiene. Padgate Academy will endeavour to put in place whatever resources are necessary to enable students to participate and achieve, regardless of their personal challenges.
- Have access to all parts of the Academy.
- Receive support and intervention appropriate to their needs, whether short, medium or long term. This support may be in class and/or by withdrawal for periods to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually and/or in small groups.



SUCCESS STATEMENT					
Padgate Academy to be fully accessible to those with sensory impairments and/or physical disabilities including fine and gross impairments			RAG rating		
			Y1	Y2	Y3
	No students to be absent on the basis of lack of accessibility to the building or environment				
	No student applicant turned away on the basis of lack of accessibility to the building or environment				

Aim 1: Curriculum Accessibility

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum in line with that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, scaffolded to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. Staff follow a responsive teaching approach in order to support any additional needs as part of Quality First Teaching. Staff are informed of any additional needs that students have and if strategies to support them. This information is provided through the use of Edukey. All students have the opportunity to access trips, residential visits and after school activities. The Options process during Year 9 ensures that all students have access to all curriculum options for KS4.

Objective	To be achieved by	Responsibilities/Costs	Success Criteria	Time for Completion	Review and date
All resources and printed materials to be made accessible for students with Visual Stress	February 2023	All teaching staff Repro costs	All resources and materials to be printed on recycled paper for all students or on a specific-coloured paper for identified individual students.		



Aim 2: ACCESS TO INFORMATION

Our aim is that all parents and carers can access all information about the Academy or their child regardless of home language or reading ability.

Objective	To be achieved by	Responsibilities/Costs	Success Criteria	Time for Completion	Review and date
Academy Website to be made accessible to those students and Parents/Carers with EAL -translation feature to be added to the website and made explicit	Adding language functionality to the Academy website.	Padgate ICT	Students and their Parents/Carers will be able to access all information from the Academy Website regardless of their first language	January 2023	
Academy Website to be made accessible to those students and Parents/Carers for whom reading is a barrier -Read aloud feature to be added and made explicit	Provide guidance on read aloud plug in.	Padgate ICT	Students and their Parents/Carers will be able to access all information from the Academy Website regardless of their reading ability	January 2023	
All communications from the Academy (texts, emails, letters) to be accessible to students/Parents/Carers with EAL- translation feature to be added to and made explicit	Under investigation to understand the feasibility of translating all communication.	Padgate ICT	Students and their Parents/Carers will be able to access all communications from the Academy regardless of their first language	April 2023	
All communications from the Academy (texts, emails, letters) to be accessible to students/Parents/Carers for whom reading is a barrier -Read aloud feature to be added and made explicit	Under investigation to understand the feasibility of translating all communications.	Padgate ICT	Students and their Parents/Carers will be able to access all communications from the Academy regardless of their reading ability	April 2023	



Aim 3: BUILDING ACCESSIBILITY

Our aim is that the Academy site is fully accessible to all students, parents and careers both during the school day and when events take place outside of school hours.

Objective	To be achieved by	Responsibilities/Costs	Success Criteria	Time for Completion	Review and date
Improvements required to meet Building Regulations 2010-part M volume 2 Buildings other than dwellings.	Altering, where required, access and egress to main entrances and circulation areas. Adaptions to WC provisions.	Padgate Facilities/Estates Team.	Students and their Parents/Carers can move freely through the school buildings.	April 2024	
Furniture and equipment are selected, adjusted, and located appropriately.	Reviewing the requirements and need of the school.	Padgate Facilities/Estates Team.	Suitable provisions are in place within the correct locations.	April 2023	
Ensure emergency and evacuation procedures remain appropriate.	Review current policies and systems across the school.	Padgate Facilities/Estates Team.	Suitable provisions and systems are in place within the correct locations.	April 2023	

CONSULTATION

Parents, students, academy staff and governors have been consulted to write this plan. Comments and recommendations have been considered wherever possible and included in our action plan. Through feedback received at parents' evenings, reviews, and meetings we are confident that the academy adapts a curriculum to meet the needs of disabled students.

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the student when planning for their support.