

Accessibility Plan 2025/ 2026

1) Definition of disability Purpose

1.1 As part of The Equality Act 2010, we have a duty to carry out accessibility planning for all stakeholders who have a disability. Our school's Accessibility Plan (AP) aims to:

- increase the extent to which students with disabilities can participate in the curriculum
- improve the physical environment of our 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, parents/carers, staff and governors with disabilities. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

The action plan will be reviewed annually

1.2 The Accessibility Plan (AP) is an integral part of the Olympus Academy Trust Equality & Diversity Policy which aims to create and maintain an inclusive and non-discriminatory environment for the school's students, staff, governors and parents/carers. All students must be given the opportunity to excel in their formal and informal learning and the Governing Body is committed to eliminating any barriers to full and equal participation.

1.3 The Accessibility Plan (AP), as part of the Olympus Academy Trust Equality & Diversity Policy, brings all Patchway Community School's equality policies into line with the Equality Act 2010. It provides information about the legislative framework and highlights the need for all the school's policies to have due regard to the legislation as they are developed or reviewed.

1.4 The Policy serves as a reminder to all governors and school employees of their duty to eliminate discrimination and promote equal opportunities and good relationships. This must be evident at every level of activity from strategic planning to informal conversations.

1.5 The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and longterm effect on their ability to carry out normal day-to-day activities. Within our school community, we have students and members of staff who have physical needs such as: Cerebral Palsy, Muscular Dystrophy, Hearing or Visual Impairment, ADHD, Autistic Spectrum Disorder and medical needs such as heart

disease, severe asthma and diabetes. Our plan also covers those students who have diagnosed eating disorders and those who have been disabled in the past for example students and staff who have recovered from cancer or who have a history of mental illness.

1.6 This plan should be read in conjunction with: The Olympus Academy Trust Equality & Diversity Policy, SEN Policy, Curriculum Policy and the School Evaluation Form.

2. Vision and Values

2.1 We are committed to the highest standards of achievement possible in everything that we do. We believe that each student has personal and unique needs. They are valued, respected and equal members of the school community. Some, however, may need more support than others if they are to achieve their full potential and where this is so reasonable adjustments will be made to help alleviate any disadvantage they may suffer.

3. The Plan

4.1 Improving access to the physical environment the secondary school is due to be rebuilt this year. Currently we ensure that students are able to access all their classes by making adjustments to timetables and rooming. We are working closely with the new school designers to ensure that that classrooms are accessible and will include a lift, designated parking spots, first aid room and disabled toilets

4.2 Improving access to the curriculum Students with disabilities will access the curriculum supported by the school's Learning Support Team and specialist SEND provision. Parents and young people will be central to this process and the wishes of parents and the needs of the individual will inform provision. The school curriculum is regularly reviewed by the Head teacher together with the Learning Support Team and school SENCO, to ensure that it is accessible to students of all levels and abilities and is personalised for each student's need. We aim to ensure that all resources and SEND provisions are used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential

5. Implementation: Reasonable adjustments

5.1 The policy will be delivered by:

- integrating equality issues into all our key policies, the school improvement plan, milestone reviews and performance management;
- ensuring that arrangements are in place to monitor and report on our progress against agreed actions and evaluate the impact on school improvement;
- identifying any differences in student outcomes and consider whether these differences are due in whole or in part to the protected characteristics of students;
- considering why such inequalities may exist and understand why the experience of inequality can impact on student outcomes;
- identifying appropriate corrective action and interventions that address the causes of inequality and drive the improvement in student outcomes.

5.2 The school will make reasonable adjustments to ensure that all students are involved in school life and that barriers to learning are reduced and removed wherever possible. These may fall under the following headings:

The buildings and grounds

Teaching and learning

Methods of communication:

6. Monitoring, Evaluation and Review

6.1 The AP will be monitored and evaluated by the SENCO and the Olympus lead Director of SEND, Inclusion & Vulnerable Groups and through an annual report to the School Improvement Committee (SIC). The WBC is also charged with responsibility for identifying all policies/procedures which must have regard to the AP and drawing governors' attention to any areas where greater attention needs to be paid to achieving the AP's objectives.

6.2 The WBC will work with the school to organise and complete the necessary consultations.

| Aim | Current Good Practice | Action to be taken | What will happen/ Who will lead |
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| <p>1.1 Equitable access to the curriculum and wider life of the school for students with a disability</p> | <p>Our transition process enables staff to work closely internally and with agencies and external schools to ensure we have a good understanding of students needs and have a preparation plan that supports students adjusting to change</p> <p>The learning support department provides key workers and a base for students to receive appropriate intervention sessions and help organizing their day</p> <p>All staff receive information on new key 7 students joining the main school and their needs</p> | <p>Ensure that all staff receive relevant information and updates on students transitioning to PCS at different stages of their learning</p> <p>Regular CPD slots are provided for staff so they can feedback on SEND strategies for individual students, so we can update and share strategies.</p> <p>Ensure Patchway Framework for Learning and Universal offer is embedded in all classrooms</p> <p>Parents need more timely support looking at secondary provision at PCS and alternatives</p> <p>A clearer record of data and progress of our students with SEND</p> | <p>JPr and HSt ensure staff receive relevant information through transition</p> <p>JPr/ADa ensure Patchway framework for learning and universal offer is embedded in the classroom.</p> <p>JPr ensure regular CPD delivered to staff.</p> <p>JPR to gather and monitor data for students with SEND.</p> |
| | <p>Assessment information is used to identify students who are underachieving</p> | <p>Interventions need to be recorded and monitored to evaluate impact</p> | <p>JPr and HSt to ensure intervention is monitored and entrance and exit criteria is used as part of evaluation</p> |

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| | <p>through Plan Do Review meetings</p> <p>Interventions are run by TA's and SEN department as well as teachers in the English and Maths department.</p> <p>TAs support students attending trips and events</p> | <p>Feedback on effectiveness of strategies needs to be correlated with data analysis to enable an overview of strategy effectiveness</p> <p>Regular feedback is sought from teachers on the effectiveness of current strategies in enabling progress</p> <p>Effective management of learning plans and keeping up to date with the assess-plan-do –review cycle</p> | <p>CPI/JPr/ADa Feedback on the effectiveness of teaching strategies from parent, students and teachers is used alongside the data</p> <p>JPr and HSt to quality assure learning plans throughout the year and ensure APDR cycle is being properly documented on EduKey.</p> |
| 2.1 Communication is effective for students and families of disabled students | <p>The learning support team have good knowledge for our SEND students and their needs.</p> <p>They liaise with teachers when in class.</p> <p>Teachers are provided with learning plans for all SEN students.</p> <p>Teachers provide regular feedback to SEND team on</p> | <p>Regular feedback and conversations with parents, students and teachers are used to help identify barriers to learning and enable us to review and update intervention provision, strategies and the learning plans.</p> <p>Feedback gathered is routinely used as part of the measure of the entrance and exit criteria</p> | <p>JPr and HSt to allocate key workers, who create and maintain learning plans for students, recording of targets and dissemination to teaching staff.</p> <p>CPD delivered by JPr and ADa in order to upskill all staff in understanding and meeting our students needs</p> |

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| | <p>the effectiveness of strategies.</p> | <p>Teachers are provided with time to read, plan delivery and feedback on strategies</p> <p>Changing student needs (number of and types) will be used explicitly to help us identify what CPD staff need to ensure we are In line with the New Code of Practice 2014</p> <p>Staff receive more regular training in whole school strategies as well as strategies to support individual student' specific needs</p> | <p>Student voice collected by keyworkers also informs training</p> |
| <p>3.1 Continue to improve the physical environment.</p> | <p>A new school is being built which will be accessible to all students and will include a lift, designated parking spots, sensory garden and learning support centre.</p> <p>Students with disabilities are identified and reasonable adjustments are made so that they can access a full curriculum in school</p> <p>Learning support have sensory room for students to use.</p> | <p>Working alongside contractors to ensure the new build and temporary accommodation is suitable and does not diminish the ability for disabled students to access their learning.</p> <p>Currently some classrooms students cannot access.</p> | <p>SLT and JPr to ensure that new build meets criteria so that it is a fully accessible site.</p> |

