



SIKH ACADEMIES TRUST
Faith Inspired Education

SAT Accessibility Plan Policy

ACCESSIBILITY PLAN

Scope of the policy

This policy applies to all schools in SAT. This policy sets out how SAT will ensure that all pupils, staff, parents/carers, and visitors have equal access to education, facilities, and services. It is designed to meet statutory duties under the Equality Act 2010, which requires schools and public bodies to make reasonable adjustments to remove barriers to participation.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Trust has key duties towards disabled pupils, under Part 4 of the DDA. These duties have been replicated in the Equality Act 2010. This accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.
- Promote equality of opportunity for all pupils, staff, and visitors.
- Eliminate discrimination, harassment, and victimisation related to disability.
- Foster a culture of inclusion, respect, and awareness.
- Ensure that the physical environment, curriculum, and information provided are accessible to all.
- Comply with statutory duties, including the Public Sector Equality Duty

Included in this document is an Action Plan showing how the school will address the priorities identified. We value and promote diversity because every child matters. We are an inclusive school and actively seek to overcome the barriers to access and participation experienced by particular groups of pupils.

Our aims in relation to disabled pupils are that:

- all our disabled pupils are able to participate fully in the life of our school, accessing the curriculum and school activities alongside their non-disabled peers;
- our school environment is accessible and welcoming to pupils with disabilities;
- our students access all the facilities available although we are housed in an office building with different heights;
- we are able to provide information in any format needed by an individual when applicable;
- staff have high expectations for our disabled pupils; our staff feel skilled to meet the needs of our disabled pupils;
- our disabled pupils reach their potential, in academic and extra-curricular activities;
- our disabled pupils feel fully part of the school community.
- Information from pupil data shows our disabled students made good progress in developing independence and achieving academic success.

We have identified all pupils with special educational needs. In addition, pupils with long- term medical conditions are regarded as being disabled.

We analyse performance data for all of our pupils with a disability. This helps us to both understand their opportunities and achievements and also to identify any barriers they may face that we try and overcome.

The EHCP students needs and progress is assessed annually with parents as a part of the Annual Review and adaptations made to help pupils in their development and educational achievement.

Adaptations we have made 2022-25:

- Tracking closely the progress and attainment of disabled children and young people through regular Data Drops.
- Giving all students, including disabled students, equal access to Sport, Music and Drama, teams, School plays and School Council.
- All students are able to fully participate and enjoy the spiritual ceremonies and functions of our Sikh faith school.
- Monitoring instances of bullying and harassment of disabled students through analysis of behaviour data.
- Disseminating information on students with disabilities through the SIMS databases.
- Increasing awareness of technology and practices available for meeting the needs of disabled students.
- Improving the quality of access to visual materials within the classroom for all students including those with visual impairment.
- Increasing the range of activities available within lessons for all students in order to raise achievement and give all students the opportunity to experience success.
- Pioneer Secondary Academy is one large rectangle building with two levels. New additions to the school meet disability requirements. For example, there is step free access, wide doors, disabled toilets, lifts and changing areas, and lighting is bright.
- Our Welfare Area has step free access and the Learning Support Centre can be accessed via lift.
- Main Reception has step free access.
- All staircases have railings on both sides with a flat platform halfway up
- Exterior stairs have yellow, slip proof paint line markings on the edge of the steps

Accessibility Measures

Curriculum Access

- Differentiated teaching and learning strategies.
- Use of assistive technologies (e.g., screen readers, communication aids).
- Staff training in inclusive practices.
- Adjustments for assessment and exams (e.g., extra time, modified papers).

Physical Environment

- Ramps, lifts, accessible toilets, and signage.
- Evacuation procedures that include Personal Emergency Evacuation Plans (PEEPs).
- Furniture and classroom layouts designed for accessibility.
- Regular audits of accessibility needs.

Information Access

- Provision of information in alternative formats (e.g., large print, Braille, audio, Easy Read).

- Use of plain language and visual supports where needed.
- Accessible digital content and websites.
- Interpreters or translation services when necessary.

Responsibilities

SAT

- Approve and monitor implementation of this policy.
- Publish an Accessibility Plan, reviewed at least every three years, addressing:
 - Improving access to the physical environment.
 - Increasing access to the curriculum.
 - Improving access to information.
- Ensure compliance with the Equality Act 2010.

Headteacher / Senior Leadership Team

- Implement the policy and Accessibility Plan.
- Ensure staff receive training on equality and accessibility.
- Monitor and evaluate the effectiveness of reasonable adjustments.
- Report annually to governors on progress.

Staff

- Promote equality and inclusion in their practice.
- Implement reasonable adjustments in teaching and support.
- Report barriers to accessibility to line managers or SENCO.

SENCO / Inclusion Lead

- Oversee the accessibility needs of pupils with SEND and disabilities.
- Work with staff, families, and external agencies to identify and remove barriers.
- Ensure Individual Support Plans and adjustments are in place.

Our main priorities

Further increase the extent to which disabled pupils can participate in the school curriculum.

- Disabled pupils are able to access the curriculum via specialist support and by adaptation in the classroom.
- We aim to increase staff expertise in meeting the needs of pupils with visual and other impairments through targeted professional development, and enhanced use of assistive technologies such as AI.
- Information such as the website information is available in larger fonts for students with visual impairment. In lessons, information is modified to help students to access the information. We do our best to meet any preferences expressed by the students or the parent.
- We will continue to provide support in exams, e.g. enlarged papers, extra time, etc.
- Continue to make the physical modifications required to ensure that students can access all parts of the building and participate in all activities of the school.

Overall responsibility for the Plan will rest with the BoT. The SENCO is responsible for ensuring that information on our disabled pupils is disseminated to staff. Teachers are responsible for using the assessment information they receive to inform and adapt their teaching.

Definition of Disability

We adopt the Disability Discrimination Act's definition of disability: *'A physical or mental impairment that has a substantial, long-term adverse effect on day-to-day activities.'*

The definition of disability in the DDA is broad. Physical impairment includes sensory impairment. Mental impairment includes learning difficulties and an impairment resulting from or consisting of a mental illness. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. Impairment does not of itself mean that a person is disabled – it is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Impairment affects normal day-to-day activity if it affects one or more of the following:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger

Conditions which might constitute a disability include diabetes, asthma, epilepsy, chronic fatigue syndrome, a medically diagnosed mental health condition. Hidden impairments include dyslexia, autism, speech and language impairments and ADHD. Severe disfigurements are covered by the DDA and there is no need to prove an effect on the ability to carry out normal day-to-day activities. People with cancer, multiple sclerosis and HIV are covered by the DDA as soon as they have the condition and before there is necessarily any effect on their ability to carry out normal day-to-day activities.

People with an impairment or condition are covered by the DDA regardless of whether it has been officially diagnosed. The effect of impairment has to be considered as it would be without any medication or other treatment. The exception to this is the use of spectacles.

We recognise that disability is a sensitive issue with confidentiality implications. Others who are covered by the DDA might not consider themselves disabled. We will count as disabled any person for whom it is necessary to make reasonable adjustments to ensure they receive equality of opportunity.

Consultation

- Student Voice – Student questionnaires and wider issues will be discussed with the students
- Individuals – parents of students with SEND and identified disabilities will be canvassed for their views as part of the Inclusion Support Plan and Annual Review process
- Outside Agency advice

Publication

The accessibility plan is published on the school's website. If anyone wants a paper copy they may obtain one by asking the school's office. Requests may also be made for alternative formats. The Accessibility Plan is reviewed annually.

Reporting

To meet our Duty, it is essential that all aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Pioneer Secondary Academy the achievement of students by disability will be monitored by the Senior Leaders responsible for Monitoring, Assessment and Reporting. Reports are made by the Senior Leadership Team to the Governing Body and BoT.

ACTION PLAN 2025 – 2027:

REQUIREMENT 1: The responsible body of a school in England and Wales must prepare: a. An accessibility plan;

b. Further such plans at such times as may be prescribed.

Response 1: This is the accessibility plan.

REQUIREMENT 2: An accessibility plan is a plan for, over a prescribed period:

- a. Ensuring all pupils can participate fully in the school's curriculum.
- b. Improving the physical environment of the school for the purpose of easing the access to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- c. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Response 2:

- a. Disabled pupils access the curriculum via support and by adaptation in the classroom. Specialist support where required is provided. Specialist counsellor, careers advisor, welfare staff actively support pupils with disability.
- b. We aim to increase staff expertise in meeting the needs of pupils with visual and other impairments through targeted professional development, and enhanced use of assistive technologies such as AI.
- c. The physical environment has been altered in 2 places. Paving has been laid down to safely access the back field and desking and seating have been removed from the top floor corridor.
- d. Information, such as the website, is available in larger fonts for students with visual impairment. In lessons, information is modified to help students to enable access. We will do our best to meet any preferences expressed by the students or the parents.
- e. New builds planned will be fully accessible.

- f. We fully support pupils during exams, e.g., enlarged papers, extra time, etc. The support continues to be of a high quality. We have provided this support for internal formal assessments.

REQUIREMENT 3: The delivery of the above must be:

- a. Within a reasonable time
- b. In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Response 3:

- a. This is a two-year accessibility plan. We aim to ensure all non-building changes are made promptly.
- b. Building changes timings will depend on the length of the project and will meet all disability access requirements.
- c. We will communicate with our disabled students to ensure that we meet their expressed preferences.

REQUIREMENT 4:

- a. An accessibility plan must be in writing.

Response 4:

- a. Please see this written plan.

REQUIREMENT 5:

- a. The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

Response 5:

- a. Reviewed annually by Trustees.

REQUIREMENT 6:

- a. The responsible body must implement its accessibility plan.

Response 6:

- a. Implementation monitored by Trustees.