



Quarrydale Academy

Accessibility Plan

Originator	T Paling
Date agreed by Trustees	19th October 2023
Next Review date	Autumn 2025

This Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies: Behaviour Policy, Emergency Plan, Equality Diversity and Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy

Introduction

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards all people, involved in the Academy, with disabilities, under part 4 of the DDA:

- Not to treat anyone with a disability less favourably for a reason related to their disability.
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide .
- Improving the availability of accessible information to disabled pupils

Key Principles

All disabled children should have access to education.

Quarrydale Academy has adopted this Accessibility Plan in line with the school's Special Educational Needs (SEND) policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported.

This plan will run from October 2023 to October 2025

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND. This can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Progress on these measures will be updated annually and reported to the governing body.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which students with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	SENC	Inset days throughout the academic year. Staff meetings / briefings through the year.	All staff awareness of students with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs.	Deputy Head and Heads of Department	Ongoing	Student outcomes
	Ensure any students with a disability are clearly identified on the Student Profiles.	SENC / Heads of Department	Ongoing through the academic year.	During QA staff are observed as being aware of understanding, and accommodating the needs of students with SEND. All staff to read student profiles and familiarise themselves with the students they teach with disabilities.
	Appropriate use of technology to assist students with their work.	Heads of Department/SENC	Ongoing	Students who require the use of technology will be provided with it during lessons.

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which students with disabilities can participate in the curriculum.	Appropriate use of specialist equipment & resources tailored to the needs of the students who require support to access the curriculum.	Class teacher/ SENCO	Ongoing	Specialist equipment will be observed being used in relevant lessons.
	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired students and students with disabilities.	SENCO / HOD	Ongoing	Classrooms will be accessible to meet the needs of students with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all students.	Head Teacher	Ongoing	Deputy Head will review the curriculum to ensure it is meeting the needs of all students.
Environment To improve the physical environment of school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	Handrails fitted to stairs in the gymnasium to improve access	Site Manager	End of Spring Term 2024	Improve access on steps.
	Paint external step edges yellow.	Site Manager	Annually in Summer Holiday	Clearly marked step edges
	Monitor and repair any potholes as required to improve safety of pathways	Site Manager	Ongoing/as required	No trip hazards
Information Improving the availability of accessible information	Detailed Individual Health Care Plans to be written for all students with a medical condition. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable	SENDCO/Student Services	Annually	Students with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
to students with disabilities. Information (Cont'd) Improving the availability of accessible information to students with disabilities.	Staff to consider seating plans when seating students with disabilities in the classroom environment so all needs can be fully met.	Classroom teachers, TAs, carers	At the start of the academic year and if any new students join the class or a student has a change in need.	Students are seated in all lessons to provide full access to the curriculum and learning.

This document will be reviewed every two years but may be reviewed and updated more frequently if necessary. It will be approved by the Resources Committee.