

Accessibility Plan

Date: May 2026

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Relating to all Academies/school specific of the
Advance Learning Partnership Multi Academy Trust

Policy and Guidelines for Accessibility

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This Accessibility policy coordinates with:

- Safeguarding Policy
- Equality Policy
- Exclusion and suspension Policy
- Anti-Bullying (cyberbullying) Policy
- Positive handling and powers to search Policy
- Supporting pupils with Medical conditions Policy
- Health and Safety policy

Please note this is not an exhaustive list and doesn't include all school specific policies. Any queries on policies please email - Governance@alplearning.org.uk

Origins

- Durham Academy Three Year Plan
- The Equality Act 2010
- Disability Discrimination Act 1995 (DDA)
- The Special Educational Needs and Disability regulations 2014
- Equal Opportunities Policy
- IPF Accessible Building Audit
- Disability Equality Scheme
- The Special Educational needs and disability code of practice 0 to 25 years.

Principles

- Equal access to the curriculum for all ensuring the achievement of individuals' full potential.
- Increased access to the physical environment
- Improvement to the provision of information to suit all needs.

Aims

- To raise awareness of the need to cater for all students irrespective of their needs.
- To give appropriate training to staff in associated risk assessment techniques.
- To produce an action plan detailing the improvement to be made to increase access for all school users.

School Overview

The academy campus consists of three separate buildings with each building sited on a different plateau within the main site. Access to and between buildings is gained by ramps and steps with a series of pathways connecting each.

The main entrance to the school has been altered in recent years to allow increased access and a disabled parking area has been designated to allow equal access.

All entrances have been adapted and can give access to all users as defined by the Equality Act 2010. Adaptations have been made to enable greater accessibility of the curriculum for all learners.

Part of the site was refurbished in September 2012, all Equality Act 2010 and Disability Equality requirements were adhered to within this building work.

In October 2018 a new block opened replacing two older buildings, all Equality Act 2010 and Disability Equality requirements were adhered to within this building work. In October 2026 we will move into our new building which will be fully accessible.

RATIONALE

This Policy is drawn up in accordance with The Equality Act 2010 and the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) in accordance with the definition of the Disability Discrimination Act 1995 (DDA):

“a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The Governing Body and staff recognise their duty under The Equality Act 2010 (fully

introduced April 2011) to ensure that the provision of education not only teaching and learning, but also the wider life of the school:

- does not discriminate against disabled students
- does not treat disabled students less favourably
- takes reasonable steps to avoid putting disabled students at a substantial disadvantage.

The Durham Academy recognises and values parents'/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The Durham Academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students. This will be achieved by:

- the development of a more inclusive curriculum
- the setting of suitable learning challenges
- responding to students' diverse learning needs
- seeking to overcome potential barriers to learning and assessment for individuals and groups of students.

Implementation

- Staff were briefed regarding The Equality Act 2010 requirements as part of a CPL session and continue to receive regular updates.
- Recognition of the needs of disabled students will be made through schemes of work and lesson plans. Individual risk assessments will identify issues and areas for improvement or change.
- A variety of approaches in planning and delivering the curriculum will be used to draw on the different strengths and aptitudes of students. These include using flexible grouping arrangements including ones where students with disabilities can work with their peers, and encouraging peer support e.g. setting up buddying or mentoring arrangements.
- Staff at all levels will be encouraged to audit practice by identifying barriers to curriculum access.
- Improvements will be made to the schools' physical environments to increase the extent to which disabled students can take advantage of education and associated services.
- Durham Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises:
 - The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, Parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room decor and furniture. Improvements to physical access might include ramps, handrails, lift, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.
 - Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids (such as extra robust scientific glassware and specialist pens and pencils) for children with motor coordination and poor hand/eye skills.
 - Improved access to the physical environment can be achieved by rearranging room space; removing obstructions from walkways; changing the layout of classrooms; designated storage space; or by reallocating rooms to particular subject specialisms.

- Transition Links will be continued and extended to include Yr 2 - 6 students; with additional support for those students on the SEND Register.
- Delivery of information will be improved to disabled students. The Durham Academy will aim to provide information in appropriate alternative formats when required or requested. Alternative formats may include large print, audiotape and Braille or oral provision of information through lip speaking or in sign language.
- Durham Academy will publish an Action Plan and incorporate into its annual SEN report information about accessibility and accessibility planning.

MONITORING AND EVALUATION

Monitoring Incidents where this policy is evoked will be monitored on a regular basis by Mrs Jobling (Headteacher), and Mrs Smith (SENCO) in order to:

- take action needed to prevent and reduce incidents of unacceptable or inappropriate behaviour, taking into consideration the unique circumstances of each case.
- take action needed to address accessibility issues, taking into consideration the unique circumstances of each case.
- ensure that all staff, students and visitors understand The Durham Academy Procedures on Accessibility, and are aware of their responsibilities in relation to them.
- ensure that the processes described in this policy are carried out efficiently and effectively. Make sure that support is given where appropriate to facilitate staff, student and visitor compliance with this policy.
- ensure that The Durham Academy, its employees, students and visitors comply with their responsibilities for Accessibility.
- ensure that appropriate action is taken in all cases, and all cases are treated fairly and in compliance with the policy.

Evaluation

The Headteacher and SENCO will evaluate the effectiveness of this policy annually. This information will be used to identify the impact of the policy in helping the Academy deal effectively with Accessibility issues and developments. Success Criteria The success of this Accessibility Policy will be measured by the following:

- greater satisfaction of disabled students and their parents/carers with the provision made for them and their participation in the life of the school;
- evidence of the greater involvement of disabled students in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips).

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children. We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding. We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements. If a member of staff

has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy. Please copy and paste the above statements in, at the end of your policy, where applicable. (For example complaints statements would not be added to staff policy).

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs. We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain. The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Appendix A - Durham Academy Accessibility Plan

The Advanced Learning Partnership is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. As a school, we are likewise committed to challenging negative attitudes to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability. This Plan operates alongside the school's SEN policy, is consistent with it in terms of principles, and approaches to resourcing.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure that the Advanced Learning Partnership does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities and that target setting is effective and appropriate for these pupils.
- Make available the written material usually provided to all pupils, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds as far as is practicable to meet the needs of pupils currently on roll and prospective pupils.
- To establish a culture of mutual trust and respect between all members of the Durham Academy community.
- To build a community that respects the celebration of achievement at all levels.

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical environment

All pupils are given the opportunity to participate in a range of in class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with Social/interaction impairments, after-school clubs for pupils with physical impairments, school and trips for pupils with medical needs; however, adjustments are made to allow participation where practicable.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carers and the relevant teams supporting the pupil.

Information

As the majority of information is directed home via pupils, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to us, in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

Durham Academy access audit

Durham Academy comprises of 3 buildings with several access points from outside. The first main building is a combination of a three-storey science/English/maths and EBAAC block, which also has attached to it a two storey building where our ELP department is located, we also have our Auditorium to the side. Our Creative department is a separate two-storey building which has the canteen on the ground floor. The third building is the Bobby Robson Centre which is a single storey building which houses our Sports Hall. All of the doors leading into the building are secured for safeguarding purposes, with some access points to reception. We have 6 accessible toilets; 3 accessible toilets within the main school block, 1 in the Auditorium, 1 in the Creative and 1 in the Bobby Robson Centre. All buildings have wheelchair access with the main building housing 2 lifts. At Durham Academy there is on-site car parking for staff and visitors which includes dedicated disabled parking bays. 8 In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Policy is written by Mrs L Smith

Description	Name / Title	Signature	Date
Prepared by	Mrs L Smith	L Smith	20/05/26
1 st - Approved by	Mrs A Jobling	A Jobling	20/05/26
2 nd - Approved by (If more than 1 approver)	Mrs J Millard	J Millard	