



## Accessibility Plan

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An academy within:



“Learning together, to be the best we can be”



# 1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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 pupils.

1.2. At Pennine View School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. At Pennine View School **we work together to ensure all of our children and their families are at the centre of everything we do.** We want **everyone** in our school community to follow our vision:

## Be safe

We support our pupils to:

- Grow into reliable, confident, independent and positive citizens
- Have their own voice and make their own decisions
- Take measured and calculated risks, thinking through consequences of actions and decisions

## Have respect

We support our pupils to:

- Have self-respect and build self-esteem
- Have acceptance and respect for other cultures, faiths, religions and ideas to promote positive attitudes towards other people and help them feel part of their community
- Have respect for our environment

## Try your best

We support our pupils to:

- **Learn** key knowledge, skills and understanding that they need for their next phase of their education and in order to maximise their life chances and economic well-being in adulthood
- **Enjoy** the exciting, rich and challenging learning opportunities



- **Achieve** so that they develop a positive image of themselves as confident, resourceful, enquiring, independent and capable learners

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

## 2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. This defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long term” adverse effect on their ability to undertake normal day to day activities.

2.2. Under the Special Educational Needs and Disability (SEND) Code of Practice, “long term” is defined as a year or more and “substantial” is defined as more than minor or trivial. The definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

## 3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## 4. Digital Accessibility Commitment

4.1. As part of our ongoing efforts to ensure inclusivity, Pennine View is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.



2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

4.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

## 5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Ensure fair and equal access to the curriculum for pupils with needs	Adapted curriculum Tailored resources Bespoke curriculum resources Progress tracking Appropriate targets Regular review of curriculum	Ensure that regardless of academic, physical or emotional need every individual is able to access the curriculum offered.	Through the annual EHCP reviews ensure that individual needs discussed/highlighted are met through curriculum reviews to ensure it meets the needs of the cohort of children and young adults.	SLT	Annually – Summer term	All children and young adults are making progress in relation to their needs and limitations
Improve and maintain access to the physical environment	Ramps Corridor Width Disabled parking bays Disabled toilets and changing facilities	Ensure all health and safety procedures are being followed and reviewed	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff/X posts Safety improved with parking	Site Manager	On going	There is safe access throughout the school No accidents or near misses
		Improvements to help the visually impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Site Team where applicable	Site Manager	On going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.



		Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Site Manager	On going	People with disabilities can move unhindered along exterior pathways
		Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Site Manager	On going	People with disabilities can move safely around the school