



ICT Acceptable Use Policy

Last reviewed: September 2025

Next review due by: September 2026

We do things differently.....

H.E.R.E

High Standards
Empathy
Resilience
Emotional
Response

Objective

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice September 2014. These Acts place a responsibility on the Governing Body to ensure that the academy is socially and academically inclusive.

The Equality Act requires the academy to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.
- We must ensure that disabled pupils do not receive less favourable treatment and to this the school has a duty to make reasonable adjustments.

Aim of the plan

All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming them.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision including robust EHCPs.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting wide range of disabled students.

Under the Equality Act 2010 there is a requirement for public sector bodies, including schools and academies to promote equality for disabled people in every aspect of their work. This extends to all protected characteristics including race, disability, sex, age, religion or belief, sexual orientation, pregnancy/maternity and gender reassignment. It has three main elements. In carrying out their functions, public bodies are required to have due regard for the need to:

Eliminate discrimination and other conduct that is prohibited by the Act. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
Foster good relations across all characteristics.

This duty requires schools and academies to adopt a proactive approach. The duty does not just apply to disabled pupils; it applies to any noneducational services schools and academies provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

What are our specific duties?

- To publish information to demonstrate how they are complying with the Public Sector Equality Duty.
- To Prepare and publish equality objectives.

Schools and academies need to update their published information annually and to publish objectives at least every four years. The three aims are to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic.

In accordance with our mission statement/school values, we will ensure that:

- equal human rights are respected for all.
- our pupils are educated regarding equality.

We will also:

- increase the confidence sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

Statutory Requirements

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

Responsibilities

Governors and Trustees are responsible for:

- Making sure the school or academy complies with the relevant equality legislation.
- Monitoring progress towards the equality objectives and reporting annually.

The Head of School is responsible for:

- Drawing up, publishing and implementing the school's equality objectives.
- Making sure steps are taken to address the school's stated equality objectives.
- Making sure the equality plans are readily available and that the Governors, Trustees, staff, pupils and their parents/carers are aware of them.
- Producing regular information for staff, Governors, Trustees about the plans and how they are progressing.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff and responsible for:

- Promoting equality in their work.
- Avoiding unlawful discrimination against anyone.
- Fostering good relations between groups.
- Dealing with prejudice-related incidents and reporting any concerns.
- Being able to recognise and tackle bias and stereotyping.
- Taking up training and learning opportunities.

The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Disability Act. The academy is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

To Increase the Extent to Which Disabled Students Can Participate in the Academies Curriculum:

All students with SEND are given access to the curriculum and are supported by the academies Inclusion Team. Every effort is made to ensure that children are educated alongside their peers. Where this is not possible, the keyworkers consult the students and their parents/carers about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals.

Our SEND policy, Local Offer and SEND Report outline the provision the academy already has in place to support students.

There are two accessible toilets available to students. There is a ramp leading to the Nurture building

Customised furniture and/or equipment is available.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables, so that individual students' needs are met.

Teachers and Teaching assistants consider the needs of each student and provide accessible learning resources for them. The increasing use of whiteboards/touch screen and other digital technologies have diversified the ways in which information is presented to students. Visual and audio information is now as common as written information.

In addition, the academy makes the following available as appropriate:

- Differentiated resources with attention to reading age, plain English, images and layout.
- Laptops and other digital technologies. Voice activated software for use in lessons. Coloured overlays for text.
- Tactile resources.
- Readers and/or scribes in exams.

Increase Access to the Curriculum	Make Improvements to the Physical Environment of the School to Increase Access	Make Written Information Accessible to Pupils in a Range of Different Ways
<p>Pupils with emotional, social and behavioural difficulties are supported in school. Work is differentiated and staff have high expectations of all.</p>	<p>To ensure car park, roads, paths around the school are as safe as possible.</p>	<p>Assemblies</p>
<p>All out of school activities are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Access into school and reception to be fully compliant.</p>	<p>Social Stories</p>
<p>Suitable qualifications are available to support pupils needs.</p>	<p>The outside play areas are flat and are accessible to wheelchair users.</p>	
<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>The layout of areas around school allows access to all. Wheelchairs could get about if required.</p>	
<p>Effective communication and engagement with parents</p>	<p>The environment is adapted to the needs of pupils as required:</p> <ul style="list-style-type: none"> - Ramps - Corridor width 	
	<ul style="list-style-type: none"> - Disabled parking bay - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height. 	
<p>Training for staff on increasing access to the curriculum for all pupils</p>	<p>Furniture and equipment selected and appropriate.</p>	

Effective use of resources to increase access to the curriculum for all pupils.	Disabled toilet facilities adequate.	
Children work in different ways – groups, individual and whole/ cross class and teachers tap into different styles.	Ensuring all with a disability are able to be involved.	Visual timetables and information supported by signs/ symbols for all pupils
All pupils are encouraged to take part in music and physical activities.	The outdoor learning environment is used to enhance pupil's health and well-being.	
		Parents section on the website with access to policies.
		Text messaging to parents
		Newsletter