



L.E.A.D. Academy Trust
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Cloudside Academy Accessibility Plan

Policy/Procedure management log

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| Author | Helen Tunney |
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1. Aims

Academies are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Cloudside academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Cloudside Academy, all members of staff are committed to ensuring every pupil experiences the highest quality provision throughout their educational journey with us. We are proud to be an inclusive school and we actively ensure all pupils feel welcomed, supported and challenged in order to thrive academically and

grow as a person into a confident individual and positive member of society. We believe that our children are the key to creating a better future and we must provide them with the skills to do so.

Here at Cloudside we have an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception. We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the academy's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the academy.

2. Legislation and guidance

This document 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Information updated using the latest data from the IDSR 2025

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|-----------------------------|-----------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> <p>IDSR Data shows that</p> | <p>Our academy offers an adapted curriculum for pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with protected characteristics.</p> <p>Curriculum progress is tracked for all pupils including those with protected characteristics using teacher assessment against the national curriculum. For those working below the Key Stage 1 National Curriculum, Formative Footprints allow for small steps progress monitoring and have been developed by Derbyshire County Council.</p> <p>Targets are set effectively and are appropriate for pupils with</p> | <p>Short term</p> <p>To liaise with Infant providers to review admissions before the start of academic year</p> | To identify pupils who may need additional provision | SLT/SENCO | Sept/Oct 2025 | Appropriate procedures and resources are in place |
| | | To review policies to ensure they include inclusive and reflective practice | To monitor, evaluate and review current statutory policies | Headteacher SLT SENCO | Ongoing | Policies reviewed to ensure curriculum meets the needs of all pupils |
| | | To establish close liaison with parents | To promote engagement, collaboration and participation with parents/carers and academy | Headteacher, SLT and SMT | Ongoing | Engagement and involvement |

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| | <p>additional needs though development of Pupil on a Page documents that detail specific provisions, interventions and teaching strategies to support specific children. These are developed by teachers and parents and reviewed by teachers each half term or sooner if required. The SENDCO monitors and supports with the development and review of plans.</p> <p>The curriculum is reviewed by subject leaders to ensure it meets the needs of all pupils. Middle leaders have plans of</p> | <p>All pupils are in receipt of a broad and balanced curriculum.</p> | <p>To review curriculum, resources, training of teachers and support staff</p> | <p>Headteacher, SLT and curriculum leaders</p> | <p>Ongoing</p> | <p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p> |
| | | <p><u>Medium Term</u></p> <p>To review SEN provision and attainment of pupils</p> <p>To promote the involvement of disabled students in academy life</p> | <p>Analyse Data on termly basis. Attend Home academy plan meetings.</p> <p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> | <p>SENCo</p> <p>SENCo/Head teacher</p> | <p>Termly</p> <p>Ongoing</p> | <p>Termly report indicate progress</p> |
| | | <p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p> | <p>Evaluate accessibility plan. Modify/adapt accordingly</p> | <p>Headteacher/Governing Body</p> | <p>Ongoing</p> | <p>Variety of planned activities that reflect the needs of pupils</p> |

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| Improve and maintain access to the physical environment | <p>All walkways and corridors in academy are suitable for wheelchair access.</p> <p>Our academy has two disabled toilets with alarms.</p> <p>Our academy has a designated disabled parking bay.</p> <p>Resources are accessible at wheelchair height in classrooms and other areas.</p> <p>Our academy is developing a multiuse sensory and counselling area</p> <p>Our swimming pool is accessible to wheelchair users and has disabled changing facilities.</p> | <p><u>Short Term</u></p> <p>Monitor spaces for accessibility.</p> | Continue to check and monitor that walkways are clear and remain accessible for all pupils. | All academy staff | Ongoing | New arrangements of furniture/ rooms will ensure there is access for all children including those with disabilities. |
| | | <p><u>Medium Term</u></p> <p>Programme of monitoring and maintenance for disabled toilet alarms, swimming pool access and parking bay.</p> | <p>Staff to monitor environment for accessibility and report any maintenance issues.</p> <p>Car parking spaces to be marked with Head/ AHT/ Safeguarding/ SBM to ensure the people with these roles have access to leave and return to the school site without obstructions.</p> | <p>Headteacher</p> <p>All teaching staff</p> <p>All learning support</p> <p>Site manager</p> | ongoing | <p>Any issues will be reported to the site manager and headteacher.</p> <p>Any issues will be addressed in a timely manner.</p> |
| | | <p><u>Long Term</u></p> <p>Review monitoring of areas and report to Headteacher</p> | Evaluate accessibility of the academy through health and safety/ fire warden environment checks. | <p>SENDCO</p> <p>SBM</p> <p>Site manager</p> | Ongoing | Findings will feed into the following year's plan |
| Improve the delivery of information to pupils with a disability | <p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage | <p><u>Short Term</u></p> <p>Ensure all classes are using adapted communication where needed.</p> | Class teachers to enlarge texts, PECS or widgeits to support communication | Class teachers/ SENDCO | Termly reviews | Communication barriers will be removed |

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| | <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations (PECS) • Assistive technology where needed (ProLoQuo) • Sound amplifiers where needed (RedCat) • Widgits (pictures) to support processing and reading | <u>Medium Term</u> Communicate with external professionals regarding assistive technology or sound amplifiers. | SENDCO to monitor provision SENDCO to feed back to external professionals | Class teachers/ SENDCO | Termly reviews | Assistive support will be provided for all children who need it |
| | | <u>Long Term</u> Review of provision and deliver findings to headteacher | Evaluate accessibility plan. Modify/adapt accordingly | Headteacher | Ongoing | Variety of support that reflects the needs of pupils |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Cloudside Academy's Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|---------------------------|-----------------------------|
| Number of storeys | Cloudside Academy is a single storey building. There is a set of steps in the middle of the building. | Ensure steps are maintained and any repairs are made | Site manager All staff | ongoing |
| Corridor access | Cloudside Academy has corridors suitable in width for children's wheelchairs or for those with additional equipment used for mobility (e.g. crutches). Corridors are clear of furniture and displays do not impede movement through corridors. | Ensure changes in environment do not block or impede corridor space. | All staff | ongoing |
| Lifts | N/A | N/A | N/A | N/A |
| Parking bays | Disabled parking space in academy car park Designated spaces marked for Head/AHT/ SBM and Safeguarding lead | Ensure disabled space is not blocked or obscured. Ensure that other designated spaces are not blocked or obscured. Ensure that paint is reapplied when faded. | Site manager | ongoing |
| Entrances | There are 3 main gate entrances that can be accessed on foot. Two at the front of school that lead onto flat paths that surround the academy building. One entrance is from the alley at the side of the school and is accessed by stone | Site manager makes daily checks to ensure there are no problems with the entrances. | Site manager | ongoing |

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| | steps into the playground. The carpark entrance is accessible through a main gate which is operated by calling main reception. | | | |
| Ramps | N/A | N/A | N/A | N/A |
| Toilets | <p>A refurbishing program is underway for the toilets. Year 5 and year 3 toilets were completely refurbished during 2023. Year 6 and year 4 toilets are to be completed during the academic year 24-25.</p> <p>Cloudside academy has two disabled toilets, one in upper school and one in lower school. Both have emergency alarms and are in good repair.</p> | <p>Ensure that any snags or issues are raised to the site manager and school business manager for repair.</p> <p>Ensure that termly checks are made on the disabled toilet alarms and any faults reported to the school business manager for repair.</p> | <p>Site manager</p> <p>School business manager</p> | <p>ongoing</p> <p>Termly</p> |
| Reception area | <p>The reception area has recently been built (2023) and is easily accessible to all including those with disabilities.</p> <p>Entrances to classrooms are accessible to those in wheelchairs.</p> <p>Paths to the main entrance and to classrooms are all accessible and maintained.</p> | <p>Ensure changes in environment do not block or impede corridor space.</p> <p>Ensure that any snags or issues are raised to the site manager and school business manager for repair.</p> | School Business Manager | ongoing |
| Internal signage | <p>All internal signage is clear and regularly monitored.</p> <p>All fire exits are clearly signposted.</p> | Health and safety lead monitors signage in conjunction with the site manager. | <p>Health and safety lead</p> <p>Site manager</p> | ongoing |

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| Emergency escape routes | All fire exits are clearly signposted. Regular fire alarm testing to ensure all children can exit the building promptly and without obstacle. | Health and safety lead monitors signage in conjunction with the site manager. SENDCO to monitor those children with live risk assessments and PEEPs and communicate to teachers. | Health and safety lead Site manager | ongoing |
| | Risk assessments and PEEPs are in place for those children for whom emergency exit of building poses a barrier. All year group wings have lockable doors in the locker area and all external doors lock from the outside for any lockdown procedure. | | SENDCO Teachers | ongoing |

Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

| WHAT TO COVER | TIPS |
|---|---|
| <input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils | <p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities? |

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| <input type="checkbox"/> Policy introduction | What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values? |
| <input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities | <p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria |
| <input type="checkbox"/> Monitoring and evaluating the plan | When was the plan approved? When will it be reviewed? By whom? |