



ACORN
A Secondary Alternative Provision

Accessibility plan

Date of issue: July 2023

Date of review: July 2026

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1. Aims

Schools 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 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

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

We are dedicated to supporting all pupils in our setting at Key Stage 4. We fully support the reintegration of pupils back into mainstream, or a suitable setting, regardless of their needs. We will support mainstream schools by giving them the tools to allow pupils to have better access to the curriculum.

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

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

The school supports any available partnerships to develop and implement the plan. We will make sure all our mainstream partners are fully aware of our aim to treat all pupils fairly and with respect. We also expect our partners to also implement our aims in their own schools.

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

The Acorn Free School recognizes the importance of parental knowledge and involvement in their child's ability to access all that Acorn has to offer, including the curriculum.

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](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools 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, the provision of an auxiliary aid or adjustments to premises.

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. .

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
Increase access to the curriculum for pupils with a disability	<p>Acorn offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Curriculum is practical heavy, geared towards pupils with SEMH and a lack of focus.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum resources to include examples of people with various disabilities.</p> <p>Raise students' awareness of disability.</p> <p>Pupils are fully aware of their individual targets from IEPs and also reintegration targets if necessary.</p> <p>KS4 pupils are also aware of academic targets.</p>	<p>Review of curriculum resources to make sure they represent a variety of people with disabilities.</p> <p>Incorporate awareness of disabilities into the curriculum.</p> <p>Review intervention which allows pupils to discuss targets.</p>	<p>Curriculum manager</p> <p>Curriculum manager</p> <p>SENDCo</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum resources contain examples of disabilities</p> <p>Students show an awareness of disability.</p> <p>Students are aware of their individual targets in order to achieve their potential.</p> <p>Students are aware of their individual targets in order to achieve their potential.</p>

	<p>We provide additional staffing to support pupils in accessing the curriculum.</p> <p>We provide additional staff to support pupils' SEMH needs.</p>	To increase staff training to support pupils with SEND	<p>Review intervention which allows pupils to discuss targets.</p> <p>Increase training and support delivered to staff to increase SEND awareness</p>	SLT	Ongoing	<p>Staff feel they are well equipped to support pupils' access the curriculum and meet their SEMH needs.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps into every external door. • Appropriate corridor width and appropriate door widths • Disabled parking bays • Disabled toilets and changing facilities 	<p>To ensure that more of the environment is wheelchair-accessible height</p> <p>To look at a ramp from the car park to reception without having to exit the car park and enter via main pedestrian gate.</p>	<p>Continuous assessment of site facilities.</p> <p>Look at viability of installing a ramp from the car park.</p>	<p>SLT</p> <p>HT and Business Manager</p>	<p>Ongoing</p> <p>April 2025</p>	<p>Students can always access the environment in a safe and secure manner.</p> <p>School building is wheel chair accessible directly from car park.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Additional staffing to make sure that the 	To review the need for the following. And look at ways that they can be put in place at a moment's notice:				

	<p>curriculum is accessible to all.</p> <ul style="list-style-type: none"> • Additional staffing to support mental health needs, thus allowing pupils to access the curriculum more successfully • Use of pictorial or symbolic representations for those pupils who benefit from it. • Visual aids and displays used regularly as a means of learning. 	<ul style="list-style-type: none"> • Internal signage and displays • Large print resources • <i>[Faint text]</i> • <i>[Faint text]</i> 				
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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 the governing board and the Headteacher.

5. Links with other policies

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

- Risk assessment policy
- 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

Signed: _____ Date: _____

Chair, Governing Board

Signed: _____ Date: _____

Headteacher