



Star

NURTURING TODAY'S **YOUNG PEOPLE,**
INSPIRING TOMORROW'S **LEADERS**

ACCESSIBILITY PLAN 2023-24

Tong Leadership Academy



Document control

This document has been approved for operation within:	All Trust Schools with non-faith designation
Date of last review	August 2023
Date of next review	August 2024
Review period	1 Year
Status	Trust Requirement
Owner	Star Academies
Version	6



Equality and Accessibility Plan

Contributing to Equality

Every individual within our school has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, our School will actively promote policies and procedures aimed at realising the full potential of every individual and maximise resources to ensure that opportunities are open to all.

The Academy will apply equality within all aspects of our operation, which include:

- Staff recruitment, staff promotion, staff training and staff pay;
- Pupil admissions and attendance;
- Pupil behaviour, discipline and suspensions;
- The curriculum, teaching and learning and classroom practice;
- Pupil attainment and progress;
- Pupil personal development and pastoral care;
- Membership of the local governing body; and
- Partnerships with parents and communities.

The Academy will consider the needs of all individuals and our duty towards the 'protected characteristics': age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

To meet our duty we will:

- Adopt the Trust Equality Policy and publish it on our website;
- Contribute towards delivering the Trust Equality Objectives;
- Produce an Accessibility Plan and publish it on our website;



Complete an Equality Impact Assessment to consider the implications of any decisions that may harm individuals on the grounds of the 'protected characteristics' identified above;

Support the Trust to complete an 'Annual Equalities Statement' by providing monitoring data to it – thereby demonstrating that the Academy is meeting its equality duty.

Equality Objectives

The Academy will contribute towards the Trust's Equality Objectives through the delivery of our priorities.

Secondary Phase:
% of disadvantaged pupils at Star Schools achieving Grades 9-5 in English and Mathematics to be in the top 5% of Schools in the country
% of disadvantaged pupils at Star Schools achieving the English Baccalaureate to be in the top 5% of Schools in the country
% of low prior attainment pupils at Star Schools achieving Grades 9-5 in English and Mathematics to be in the top 5% of Schools in the country
% of low prior attainment pupils at Star Schools achieving the English Baccalaureate to be in the top 5% of Schools in the country

Accessibility Plan

Our Accessibility Plan sets out how our academy will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services;
- Improving the availability of accessible information to disabled pupils.

Tong Leadership Academy has a building which fully meets the requirements of the Disability Discrimination Act.

- There are three lifts.
- Accessible toilets located throughout the building as well as accessible cubicles within the main student toilet block.
- There is height adjustable furniture in each area of the school, and this is moved to meet the requirements of students and staff. Key equipment is also accessible, for example an oven and hob within food technology.
- The school minibus has a removable seat and ramp to allow for wheelchair access.
- There are 10 disabled parking spots in the car park.
- The colour strategy was designed to assist visually impaired students.
- PE lessons are designed to meet the individual needs of physically disabled students so that they are accessible.
- Our SEND team works closely with the families and students where adjustments are required.



The preparation of the Accessibility Plan has been informed by analyses of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Enhance the estate and provision for students with disabilities.	Business Manager	Specific needs of individual students met from school budget Staff training Budget Staff time	Ongoing	Sustain investment to enhance accessibility of estate – particularly to support learners and staff with mobility needs, visual impairment and hearing impairment.
Enhance provision for students with disabilities.	SENDCO	Staff training Budget Staff time	Ongoing	Training for staff delivered on supporting learners with mobility needs, visual impairment and hearing impairment and other conditions which affect the lives of our students as needed, e.g. Diabetes
Enhance provision for students with disabilities.	SENDCO	£1000	Ongoing	Dyslexic students able to access exercise books with coloured pages/overlays to better meet their needs and improve access to learning



NURTURING TODAY'S **YOUNG PEOPLE**, INSPIRING **TOMORROW'S LEADERS**

Expansion of the letting facilities to offer out of hours access to sports and clubs for all members of the community.	Business Manager	Lettings	Ongoing	Introduction of a range of health and wellbeing sessions and classes to operate out of school hours.
--	------------------	----------	---------	--