

Acorn AP Normanton, All Saints Church, High St, Normanton WF6 1NT

Date written /reviewed:	25 th June 2026 (reviewed)	
Written/reviewed by:	Gill Viner (Director of Operations)	
Board approval:	Date:	22 nd May 2023
	Signed:	
	Position:	Trustee
Review due by:	13th May 2027	
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Substantive changes since last review:	Incorporated reference to Equality Act 2010 (including updates).	

The Plan

The checklist attached has been used to demonstrate the Acorn AP Centre's desire to engage with as many young people as is reasonable for their best education and welfare at the centre. The '3 Year Plan' sets out the response to issues raised in the checklist. Areas identified as requiring immediate or short-term attention are also addressed in the centre 'Action Plan'.

Context for this Plan

This plan is written in line with the Equality Act 2010 (including the latest updates). There are two main disability discrimination duties:

- The duty not to treat people less favourably, and
- The duty to make reasonable adjustments for disabled pupils.

Reviewing the Plan

An annual review of this plan will take place as part of the Acorn AP Centre's annual Health and Safety Audit. All relevant parties (Acorn AP and Upton Vale Baptist Church) will be asked to attend. Discussion and review will take place with partner organisations, particularly with regard to the needs of regular and occasional users of the building and to ensure that recommendations are carried out within agreed timescales. See Partnership Agreement for further details of the responsibilities of Acorn AP and of Partner Organisations.

Requesting this information

Information will be made available upon request at reasonable times to interested parties.

Initial Assessment and 3-Year Plan

The following provides the basis for an initial and ongoing assessment carried out on the Centre's accessibility arrangements at the time of the opening of Acorn AP Centre and subsequently each year upon review of this plan, in line with the Equality Act 2010 (including latest updates). The 3-year plan outlines the steps the Acorn AP Centre will take to continually review and improve on the provision it makes in the following 3 years, to allow all users to access and use the centre comfortably and safely.

Identifying Barriers to Access: a checklist

This list should help identify barriers to access that exist in the Acorn AP Centre. The list is not exhaustive but is designed to encourage a flexible approach to the further questioning of the accessibility of the Acorn AP Centre.

Section 1: How does the Acorn AP Centre deliver the curriculum?

Question	Yes	No	Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X		Staff receive ongoing training to meet the needs of disabled pupils in line with the Equality Act 2010 (including latest updates).
Are your classrooms optimally organised for disabled pupils?	X		
Do lessons provide opportunities for all pupils to achieve?	X		
Are lessons responsive to pupil diversity?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X		
Are all pupils encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?	X		

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		
Are there high expectations of all pupils?	X		
Do staff seek to remove all barriers to learning and participation?	X		

Section 2: Is the Acorn AP Centre designed to meet the needs of all pupils?

	Yes	No	Notes
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, assembly hall, canteen, library, gym, and outdoor sporting facilities, playgrounds and common room – allow access for all pupils?	X		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X	
Are areas to which pupils should have access well lit?	X		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X		
Is furniture and equipment selected, adjusted and located appropriately?	X		

Section 3: How does the Acorn AP Centre deliver materials in other formats?

Question	Yes	No	Notes
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Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X		Provided in alternative formats as required, in line with the Equality Act 2010 (including latest updates).
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		

3 Year Plan

	2024-26	2025-26	2026-27
Access to Premises for Students, Staff and Visitors	Maintain current premises and identify/provide for new needs as they arise. Continual assessment and action where required to ensure the building continues to meet regulations. Health and Safety checks. Revision of systems for buildings and premises compliance to facilitate effective remote oversight.	Maintain current premises and identify/provide for new needs as they arise. Continual assessment and action where required to ensure the building continues to meet regulations. Health and Safety checks. Review of revised systems for buildings and premises compliance and effectiveness of remote oversight.	Maintain current premises and identify/provide for new needs as they arise. Continual assessment and action where required to ensure the building continues to meet regulations. Health and Safety checks. Systems ensure that buildings and premises compliance are well managed and effective.
Pupils' Access to Teaching and Learning	Strengthen equality and diversity policies. The Acorn Curriculum is coherently planned and	Embedding of revised equality and diversity policies. The Acorn Curriculum is coherently planned and	Centre staff have a shared understanding of the challenges of different groups of students and staff. The Acorn Curriculum is effectively embedded

	sequenced, so that students can enter their next place of learning with the confidence and skills they need to approach lessons well. The curriculum is successfully adapted and designed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence, with specific focus on student with attachment and therapeutic needs. Strengthening of the centre's therapeutic work increasingly supports students in understanding and managing their own needs. This results in increased confidence, resilience and independence, and develops strength of character.	sequenced, so that students can enter their next place of learning with the confidence and skills they need to approach lessons well. The curriculum is successfully adapted and designed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence, with specific focus on student with attachment and therapeutic needs. The centre's effective therapeutic work supports students in understanding and managing their own needs. This results in increased confidence, resilience and independence, and develops strength of character.	so that students can enter their next place of learning with the confidence and skills they need to approach lessons well. The curriculum is successfully adapted and designed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence, with special focus on students with ASD needs. Staff are highly skilled at meeting student's therapeutic and ASD needs. Students move on to their next place of learning successfully.
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