



# *Accessibility Plan*

***2017-2020***

## PURPOSE

1.1 To increase access to education for students with disabilities, in the three areas required by the planning duties in the Equality Act 2012, Schedule 10, Paragraph 3 (See Appendix 1):

1. Increasing the extent to which students with a disability can participate in the Academy's curriculum,
2. Improving the physical environment of the Academy, for the purpose of, increasing the extent to which students, staff and visitors with a disability are able to take advantage of education, benefits, facilities and associated services provided or offered by the Academy, and;
3. Improving the delivery, to students, colleagues or visitors with a disability, of information which is readily accessible to other students who are not disabled.

## TIMEFRAME

2.1 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.

2.2 In line with current legislation, this is a three-year plan (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.) This plan will be kept under review during the period to which it relates and, if necessary, be revised.

## DEFINITION

3.1 A person is regarded as having a disability, under the Act, where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

(N.B. Students with specific medical needs'; the responsibility of the designated Safeguarding Lead (henceforth DSL) and the Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCO), accessibility needs are also addressed in this plan).

## AIMS

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY

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><b>The evolving curriculum remains accessible.</b></p>	<p>Identify areas for improvement to address in observations by SLT, external reviews and book scrutiny.</p> <p>Class teacher and phase leaders plan to/ address areas for improvement identified.</p> <p>Subject leader monitors actions and impact. Subject leaders inform staff of needs and expectations annually in staff meetings.</p> <p>Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCO) reviews SEN children termly.</p> <p>EHCP children have formal annual reviews.</p> <p>SENDCO delivers/organises staff training termly.</p>	<p><b>Short term:</b> Book scrutiny to identify areas of need and show progression of all pupils, session to session.</p> <p>Staff meetings to inform practice of colleagues</p> <p><b>Medium:</b> Phase leaders and subject leaders to have a clear insight into need and have timely measureable targets.</p> <p>To address and ensure disparity in achievement for SEND children is targeted.</p>	<p>Continue through observations and book scrutiny to review and target areas of need.</p> <p>Phase leaders and core subject areas to create effective timely action plans for development</p> <p>SENDCO to review progression and ensure that aspirations are high and achievable</p>	<p>SLT SENDCO</p>	<p>Termly. Termly Annual</p>	<p>Phase leaders to have a knowledge of pupil progress with relevant timely focused interventions support. Progress reviews showing ongoing support and progression of pupils. SEN pupils tracking individual</p>

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<b>Staff members skilled to support students with Special Educational Needs and Disabilities (henceforth SEND.)</b>	<p>Pupil Progress Meetings (henceforth PPM) data gets analysed by SLT to ensure that pupils are monitored regularly.</p> <p>Findings from PPM are reported to SENDCO for graduated response to be applied.</p> <p>INSET provided to associate professionals in supporting key areas of need</p> <p>Staff meetings held with training provided to staff members – including how to accommodate to additional needs and ensure a graduated support is enforced.</p>	<p><b>Short term:</b> Ensure that pupils receive timely focused interventions that fit to need. Graduated response is enforced</p> <p><b>Long term:</b> To ensure AP training is an annual event fitting to the needs of CPD.</p>	<p>Monitor that graduated response meets the needs of individual students. Ensure that PPMs encourage high aspirations for SEN students. With an Inclusion team member present.</p>	<p>SLT SLT</p>	<p>Half Termly Reviewed half termly</p>	<p>Progression of students is apparent following interventions. Staff CPD is targeted and support is in place for identified classrooms and students.</p>
<b>Academy Trips take into account SEND students' needs</b> (and students with specific medical needs.)	<p>SEND students identified within trip planning documentation which prompts planners to ensure:</p> <p>Awareness of needs, including those outlined in individual's Health Care Plans (e.g. that require medication administering.)</p> <p>Visit leader briefed on requirements, by person responsible for meeting particular need in school.</p>	<p><b>Short Term:</b> To ensure that staff received all necessary training from external agencies for the needs of children for example: epilepsy training, epipen training.</p>	<p><b>Trips co-ordinator</b> Visit Leaders <b>DSL, SENDCO</b></p>		<p>In preparation for each visit</p>	<p>Children with specific needs have equal access to visits outside of school.</p>

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>The physical environment remains accessible</b>	Principal regularly monitors the property to ensure awareness of any arising barriers and subsequently addresses needs.	Ensure that the physical environment is accessible for all site users/visitors.	Termly review of the physical environment to ensure that`	SLT Caretaker	Termly Review	All users and visitors have equal access to the physical environment.
<b>Learning environment of students with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible</b>	Audit and advice from specialists acted upon (e.g. Incorporation of appropriate colour scheme, font, additional resources for support) Classrooms are optimally organised to promote the participation and independence of all pupils	Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals with HI/VI needs.	Continue to act on individual basis the needs of the students.	SENDCO	Termly reviewed .	Needs of individuals met therefore additional need is not hindering progression.
<b>Physical environment accessible to individual SEND students (and students with specific medical needs.)</b>	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Liaise with key professionals to ensure that all students can assess the physical environment.	Continue to act on individual basis the needs of the students.	SENDCO	Termly reviewed .	Needs of individuals met therefore additional need is not hindering progression.

IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO PUPILS

Aim	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Students with VI have access to curriculum resources through the availability of written materials in alternative formats.</b>	The academy seeks guidance from the LA for converting written information into alternative formats and how best to alter provision so that individual needs are met.	To seek out guidance and support from key workers at the SEND team at the LA.	As required, the academy will seek out the services available through the LA for converting written information into alternative formats.	SENDO/ Principal	Termly review	The academy will be able to provide written information in different formats when required for individual purposes on request
<b>Make available school brochures, school newsletters and other information for parents in alternative formats, including electronically</b>	Information for parents is shared in a variety of formats, including electronically, for parents to access.	To continue to review the distribution of key information for parents and carers.	Review all current school publications and promote the availability in different formats for those that require it	SENDO/ Principal	Termly review	All information about the academy is available to all parents/carers.

PHYSICAL ACCESS PLAN

<b>Feature</b> <i>For example:</i>	<b>Description of identified issue</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Accessibility of classroom environment</b>	Classrooms cluttered and not wheelchair accessible	Classrooms to be monitored for accessibility.	Class teacher / SLT	Termly review	All doorways conform to current requirements.  Students have access to all areas of the classroom as they are optimally organised for disabled students.
<b>Access beyond the ground floor/ to multiple levels</b>	Year 6 classrooms not accessible to pupils/staff with limited mobility due to stairs with no alternative access route.	Classrooms to be reallocated to allow access to children/staff with limited mobility.  Any sessions which require access by staff/pupils with limited mobility will take place in alternate parts of the school.	Class teacher / SLT	Termly review	Education is not disrupted for any student/staff member by inaccessibility of upstairs classrooms.
<b>Corridor access – Including doors etc</b>	No identified issue		Principal/ Caretaker	Termly review	All doorways conform to current requirements.
<b>Parking bays</b>	Parking on site is permitted to students with additional needs.	Allocation of access to parking where necessary.	Principal	Reviewed termly	Students have ease of access to the school site.
<b>Entrances</b>	No identified issue				

<b>Feature</b> <i>For example:</i>	<b>Description of identified issue</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Ramps</b>	Access between KS1 and KS2 no identified needs.		Caretaker	Reviewed termly	Students have equal access to both buildings.
<b>Toilets</b>			Disabled toilets accessible in both ks1 and ks2 buildings.		
<b>Reception area</b>	No identified issue		Principal/ Caretaker	Termly review	All doorways conform to current requirements.
<b>Internal signage</b>	Internal signage is not confusing or disorientating for students with visual impairment, autism.	Improve directional and informational signage inside the buildings and consider the need for braille signage at key areas of the building.	Principal	By Aut 2018	Academy signage to be accessible to all persons.
<b>Emergency escape routes</b>	No Identified issue		Principal/ Caretaker	Half termly Review	Consider alternative exit routes and ensure these are documented in individual emergency evacuation plans.

Approved by: David Horrigan

Date: November 2017

Next review date: Autumn 2020