



Leamington Hastings Church of England Academy

ACCESSIBILITY POLICY

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1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. We plan over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the school in conjunction with a named governor. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each



first three-year plan period in order to inform the development of the new Plan for the following period.

8. The Plan will be monitored, to assess its impact on the school community, through the Curriculum and the Premises Committees of the Governors.
9. The school will work in partnership with the Multi Academy Trust and the local authority.



Possible Accessibility Issue	Situation at present/ <i>Action</i>	Timescale	Person(s) Involved	Success Criteria	Monitoring
Is the curriculum designed to allow equal access?					
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement	Termly pupil progress reviews	Curriculum leaders SLT	-identified groups of pupils make expected progress. eg SEN,FSM,Service,EAL, Boys,girls.	SLT monitoring each term SIP monitoring visit autumn
Differentiated Curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom	Weekly planning	All class teachers	-children's needs are met as a result of an appropriately differentiated curriculum	Curriculum leaders termly monitoring
Meeting the needs of pupils with identified special needs	Termly individual action plans Access to additional support from outside agencies	I.E.Ps termly Tracking pupils to identify pupils for learning centre support termly	All teachers SENDCo	- Children on the special needs register access the curriculum and have their needs met through targeted support and intervention	SENDCo to monitor I.E.Ps And provision frnm external agencies.
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. Assessments from LA for children new to country and language.	termly	All teachers	- Children with English as an additional language receive appropriate support to enable them to access all aspects of the curriculum	SENDCo with class teachers. Tracking pupil progress files.
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to	On going as need arises through the	SENDCo All staff	- resources are in place to enable all children to access a full curriculum including P.E,	Monitored by curriculum leaders in consultation with SENDCo



	support targeted pupils, resources are provided as required eg modified musical instruments.	year		music and ICT.	
Is communication in place to meet the needs of all its community?					
Presentation of information	Identified children have access to visual timetables. Newsletters for parents are produced electronically and also on paper.	Daily basis as required	Office staff Class teachers	-children understand their daily timetable -parents kept up to date and able to access school communication	Monitored through inclusion checklist