

Keevil Church of England Academy

Accessibility Plan

Created in collaboration with our legal expert

Last updated: March 2021

Resilience

Diligence

Teamwork

Communication

Learning

Problem solving

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Signed by:

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Date: ____23/03/2021____

__Hannah Wright _____ Chair of Governors

Date: ____23/03/2021____

Aims of the Accessibility Plan

This plan outlines how Keevil Church of England Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Academy Council/Acorn Education Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Academy Councillors.
- External partners.

This plan is reviewed every 2 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The school and the Acorn Education Trust will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, all kinds of disabilities and impairments will be considered, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Review of quality first teaching	Headteacher, teachers, SENCO	Summer 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2021
	Staff members do not have all of the skills to support pupils with SEND	INSET provided to staff members Training for teachers on waves of intervention and tracking	Headteacher, SENCO	Summer 2021	Staff members have the skills to support pupils with SEND	Autumn 2021
Medium term	Classroom set up is disadvantaging some pupils with SEND	Create dyslexia friendly classrooms	Teachers, SENCO	Summer 2021	Classroom set up takes into account pupils with SEND	Autumn 2021
Long term	Pupils with SEND are not making expected progress	Provide tablets and other adjustments for pupils with SEND	Headteacher, Teachers, SENCO	Summer 2021	Pupils with SEND can access lessons	Spring 2022

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Premises Manager, Headteacher	Summer 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2021
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	Premises Manager, Headteacher	Spring 2021	Learning environment is accessible to pupils with visual impairments	Summer 2021
Long term	Toilets are not accessible	Required work undertaken	Premises Manager, Headteacher, contractors	Summer 2021	Access to toilets is increased	Autumn 2021

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Summer 2021	School is aware of accessibility gaps to its information delivery procedures	Autumn 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2021	Written information is fully accessible to children with visual impairments	Autumn 2021
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager, SENCO	Summer 2021	Website is fully accessible	Spring 2022