

Accessibility Plan 2020- 2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum. *This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Improving access to the physical environment of the school. *This includes improvements to the physical environment of the school and physical aids to access education.*

Improving the delivery of written information to pupils, staff, parents and visitors with disabilities.

Financial Planning and control

The Headteacher, Trust, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Target	Action to ensure Outcome	Accessibility Outcome	Time Frame	Notes
Ensure no pupil is excluded from accessing the premises	<ul style="list-style-type: none"> Conduct an annual audit of school premises taking into account the specific needs of any pupil either current or prospective 	All pupils can access premises including classrooms as required	Annual Audit and update	SENDCO/Premises manager
Ensure access to site remains available to all pupils, if arrangements need to be changed, for example arrival and departure of pupils during Covid-19 pandemic.	<ul style="list-style-type: none"> Review suggested amendments to routine taking into account the specific needs of any pupil 		As required	SENDCO
Ensure vehicle parking and pedestrian entrance steps are highly visible to pupils/visitors with vision impairment.	<ul style="list-style-type: none"> Refresh the yellow line nosings on the pedestrian entrance steps to the disabled bay Repaint the vehicle space lines and the Disabled Bay lines. Erect sign at front of Disabled parking bay and erect signage indicating location of bay. Install handrails on all outside steps where there are 3 or more risings 	Site access to meet diverse needs of pupils, staff, parents and community users.	Sept. 2021	Premises manager

Ensure classroom furniture and cloakroom fittings(peg) are at wheel-chair accessible height	<ul style="list-style-type: none"> • Annual audit (see above) • Where needed, consideration to be given to any changes to classroom furniture layout. Ensuring a wheelchair friendly route is maintained. • Ensure ceiling hoists are routinely maintained (Annually) 	Classrooms are optimally organised to promote the participation and independence of all pupils	Annual audit and update (Sept.)	SENDCO and Class Teacher Premises manage
Ensure Personal Evacuation Plan (PEEP) in place where necessary and reviewed regularly.	<ul style="list-style-type: none"> • Review and amend personal evacuation plans as necessary. • PEEP shared with appropriate staff 	Disable pupils and adults to be able to evacuate the building in an emergency	At least termly and as required	SENDCO
Maintain safe access around the school including wheelchair friendly access routes to outdoor space and classrooms during building/playground works on premises	<ul style="list-style-type: none"> • Ramps to be checked termly and maintained in good condition • Paths kept clear of overgrowing plants • Review personal evacuation plans and amend if needed • Adapt routes to the needs of pupils • Regular health and safety checks to ensure for example surfaces are in good condition 	Access to the physical environment is adapted to the needs of pupils as required. Safe access around the school is maintained.	As required Ongoing	SENDCO/Premises manager Premises manager
Increase active participation of all pupils in outdoor space	<ul style="list-style-type: none"> • Consult with pupil representatives to identify views and suggestions • Purchase wheelchair users accessible play equipment • Purchase wheelchair friendly picnic table 	Increased active participation of all pupils at playtimes Support access/inclusion for wheelchair users during outdoor learning sessions	Spring 2021	SENDCO/Class teacher
Provide calm space for pupils at break times	Look into feasibility of a low arousal outdoor space. Review supervision and adult deployment	Pupils have access to low arousal space at play times		SLT

Target	Action to ensure Outcome	Accessibility Outcome	Time Frame	Notes
---------------	---------------------------------	------------------------------	-------------------	--------------

<p>Ensure pupils have access to the maximum curriculum experience possible.</p>	<ul style="list-style-type: none"> • Continue to identify any limiting factors to any planned activity and where practicable, provide an alternative activity of similar focus. • Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources. • Seek advice from services to where necessary. • SENDCO and other relevant staff liaise with transition schools 	<p>All pupils have access to the full breadth of curriculum experience.</p> <p>Increase in access to the National Curriculum</p>	<p>Ongoing</p>	<p>SENDCO</p>
<p>Training for teachers and support staff on SEND</p>	<ul style="list-style-type: none"> • Review the needs of children with disability and provide relevant training including mental health • Provide relevant training relating to health conditions such as epilepsy, diabetes, asthma and the use of epi-pens. • Consult with external professionals/agencies as required • When required provide training for relevant staff about supporting and understanding needs of children with Hearing Impairments or Visual Impairments • Arrange training as soon as possible prior to any child joining the school with a specific medical condition. 	<p>Training reflects diverse needs of pupils within the school</p> <p>Teachers and support staff are aware of strategies to improve children’s access to the curriculum and can ensure that all pupils</p> <p>have equality of access to life-preparation learning.</p> <p>Increased access to the national curriculum for children with disability</p>	<p>As required</p>	<p>SENDCO</p>
<p>Ensure computer provision for all pupils identified as requiring ICT support.</p>	<ul style="list-style-type: none"> • Ensure relevant training in place for staff to plan and deliver lessons/activities which use IT/ assistive technology to support pupils to achieve learning outcomes noted in, for example, an IEP or EHCP. • Train Teachers, TAs and admin staff on use of Communicate in Print. • Review and conduct an annual audit of the IT needs of pupils with disabilities 	<p>Assistive technology and use of IT support pupils to access the full breadth of curriculum.</p>	<p>As required</p> <p>Annual Audit And review</p>	<p>SENDCO</p>

	<ul style="list-style-type: none"> • Consult with Physical and Medical Needs Advisor as needed 		As required	
<p>Continue to ensure that the needs of SEND students are met and seen to be met. Ensure progress made by pupils at SEN Support and with an EHC plan is at least as good as that made by pupils with SEN nationally.</p>	<ul style="list-style-type: none"> • Monitoring of lessons and intervention in place. • Conferencing pupils on the Record of Need. • Where appropriate use Pre Key Stage/Engagement Steps to assess pupil progress • Implement B Squared progression steps assessment framework • Monitor the effectiveness of student Individual Education Plans - IEPs. • Continually review policy and procedures relating to SEND Improved attainment and progress for SEND students • Termly pupil progress meeting with teacher/SENDCO and HT 	<p>Provision reflects the needs of all pupils. SEND pupils feel supported. Data analysis shows progress for SEND students in line with expectations and targets</p>	<p>Termly</p> <p>Spring Term 2021 Termly</p>	SENDCO
<p>Ensure all pupils have access to the wider curriculum.</p> <p>Ensure that all pupils have access to trips, residential and extra-curricular activities</p>	<ul style="list-style-type: none"> • Continue to identify limiting factors to any planned activity and where practicable provide similar alternative activity. • Investigate TA flexibility to cover extra-curricular activities if needed. • Seek advice regarding accessible venues for residential trips. • Pupil survey/discussion to identify their views on the range and access, including barriers, to extra-curricular activities 	<p>Increase participation of pupils with disability in school activities Risk assessments carried out and all reasonable adjustments in place.</p>		SENDCO

To promote positive attitudes to disability and develops children's awareness of disability	<ul style="list-style-type: none"> Review PSHE Curriculum Review Assembly Programme Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities e.g. Olympians, successful business people, authors etc... Library to include books related to disability 	Increased pupil awareness of disability		SLT And subject leaders
Cover staff, including supply teachers are clear about the additional needs of pupils and how to meet those needs.	<ul style="list-style-type: none"> Where appropriate, pupil profiles to be made available to external staff cover on arrival. 	Increase in access to the National Curriculum – barriers removed		Class teachers
Ensure that all pupils have access to quality blended learning activities in the event of bubble closure/ isolating due to Covid 19.	<ul style="list-style-type: none"> Liaise with parents/carers to assess their access to online provision. If required provide support (school device) Provide alternative format for learning where appropriate e.g. paper copy 	Increase in access to the National Curriculum – barriers removed		SLT/ Class teacher

Target	Action to ensure Outcome	Accessibility Outcome	Time Frame	Notes
Website is compliant with all statutory information available and up-to-date	<ul style="list-style-type: none"> Review website termly and update information accordingly 	Website fulfils statutory obligations and provides a useful resource for the wider school community	Ongoing	SLT
For information to be available in different formats	<ul style="list-style-type: none"> Parents and carers to be aware that hard copies of information are available if they do not have access to the internet. Home learning available as hard copy, if unavailable an alternative learning activity with a similar focus will be provided. School will make itself aware of the services available for converting written information into alternative formats 	<p>The school will be able to provide written information in different formats when required for individual purposes</p> <p>Delivery of information to disabled pupils improved.</p>	Ongoing	SLT School Office Staff

	<ul style="list-style-type: none"> • Use of Communicate in Print software. • 			
All appropriate staff are aware of any information regarding specific children.	<ul style="list-style-type: none"> • In school transition meetings with new teachers and SENDCO. • Transition meetings with future and previous settings prior to pupil starting 	Relevant pupil information shared to maximise access on transition from another setting or in school class	End of academic year And as required (in year transition)	SLT and Class Teacher

