



# St Uny CE Academy



# Accessibility Plan

March 2019

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## **Statement of Intent**

### **Purpose of the Plan:**

The purpose of the plan is to show how St Uny CE Academy intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by St Uny CE Academy.

### **Definition:**

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 Objective:**

Key Objective To reduce and eliminate barriers for access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

### **Aims:**

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils

- The Head of School and other relevant members of staff
- Hub Councillors
- External Partners.

This plan is reviewed annually to consider the changing needs of the schools and its pupils.

Signed by:

Mr R Hoskins (Head of School)

Date: March 2019

Mrs S Brand (SENDCO)

Date: March 2019

Mrs M Judkins (Hub Councillor)

Date: March 2019

*Next Review Date: March 2020*

## Planning Duty 1: Curriculum

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	DSEN covers a vast range. The school understands the needs of current DSEN pupils in relation to the curriculum but is less of aware if the accessibility curriculum in relation to potential future students with DSEN. The school needs to determine if there are accessibility gaps in the curriculum for current pupils with DSEN.	Regular audit of curriculum and DSEN provision	Head of school Teachers SENDCO Pastoral Lead	Summer 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum.	September 2019
	School trips are planned with SEND children's needs.	The planning process for school trips and visits include the needs of pupils with SEND.	EVC / Head of School / SENCO	April 2019	Planning of trips and visits considers pupils with DSEN	Summer 2019 & On-going.
	School needs to determine if relevant staff have skills to support with pupils with DSEN.	Audit current skills of staff and provide INSET to staff members. Training for teachers on differentiating the curriculum as required.	Head of school/ External advisors/SENCO	Summer 2019	Staff members have the skills to support children with SEND	Summer 2019

<b>Medium Term</b>	Pupils with SEND cannot all access lessons.	Provide alternative timetabling, provision and resources. Review school staffing to respond to need.	Head of School / SENCO	Summer 2019	Pupils with SEND can access lessons.	Summer 2019 & On-going after class transitions.
	Extra-curricular activity opportunities are not wholly accessibly for individuals with some physical impairments.	The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments. Changes to allow for the greatest level of participation will be made as the review recommends.	Head of school/ External advisors/SENCO	By Summer 2019	Planning of school trips & extra-curricular activities take into account pupils with SEND	Summer 2019
<b>Long Term</b>	To assess future pupils needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Head of school/ External advisors/SENCO	Autumn 2020	Pupils with DSEN can access the curriculum fully.	Spring 2021

## Planning Duty 2: Physical Environment

An audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
<b>Short Term</b>	Review Personal Emergency Evacuation Plans for pupils with physical difficulties	Identify all exit routes for pupils with physical difficulties	SENDCO/ Teachers/Teaching Assistants	April 2019	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	September 2019
	Access from KS1 classrooms doors is inhibited by a step.	Consider portable ramp to ensure access through these doors.	ASPIRE Estates / Site Manager	Summer 2019	Access to KS1 is improved.	September 2019 & On-going.
	Corridors should be of sufficient width and free of hazards if they are to be used by visually or mobility impaired pupils or staff.	Maintain all lobbies and corridors with a clear width and no obstructions.	All staff and pupils	Summer 2019	Guaranteed accessibility throughout the building.	Autumn 2019 & On-going.
<b>Medium Term</b>	Pupils require higher level provision in order to meet their sensory needs.	To develop a sensory room / area to provide this provision for specific pupils.	SENCO / Head of School	July 2019	Sensory room will be in place to regulate sensory needs.	January 2020
	New pupils with a disability.	Review Emergency Action Plans and create Personal Evacuation Plans.	SENCO / Head of School / Class Teacher	As soon as practicable after starting school.	Personal action plan in place for identified pupils & staff.	Autumn 2019

	New pupils or staff with a visual impairment.	Doors to significant facilities should be marked with Braille signs.	Aspire Estates Department School Site Manager	As soon as practicable after starting school.	All significant areas with the school are signposted with Braille.	Autumn 2019
	New wheelchair-using pupils or staff join the school.	Circulation in classrooms should be monitored. Suitable routes should be created in the dining area. Switches to be changed if necessary to suit an individual's needs.	Aspire Estates Department Health & Safety Advisor Inclusion Team	As soon as practicable after starting school.	Any wheelchair using pupils or staff will have full access to the physical environment.	Autumn 2019
<b>Long Term</b>	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems.	Head of School / Site Manager	Summer 2021	Visual and audible alarm systems are present.	Autumn 2021

## Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome Criteria</b>	<b>Review</b>
<b>Short Term</b>	Leadership are aware that some information provided is not easily accessible for families and pupils who do not have internet access.	Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access.	SENCO / Head of School	Spring 2019	School is aware of accessibility gaps to its information delivery procedures.	Summer 2019
<b>Medium Term</b>	Some written information is not accessible to people with visual Impairments / who struggle to read.	Provide written information in alternative formats including 'easy read', 'large print' or 'symbols' or face-to-face meetings to share information.	SENCO / Head of School	Spring 2019	Written information is fully accessible to all with visual impairments / alternative support provided.	Summer 2019
<b>Long Term</b>	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	SENCO / Head of School	Summer 2019	Website is fully accessible.	Autumn 2021