

Accessibility plan

2019-2020

Section 1: Vision statement

- This accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
- The purpose of this document is to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other groups who use the school or may wish to.
- According to the Equality Act 2010 a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- At Orchards Church of England Academy we believe that all children have the right to access a wide and varied curriculum. As such we ensure that support is in place to overcome any and all barriers that individuals may face.
- The accessibility plan will be made available on the school Website.
- The Accessibility Plan is reviewed annually by the Governing Body.
- The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may include hand-outs, 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.
- As well as working closely with the LA and the Diocese of Ely, the school also maintains close working relationships with the following specialist services:
 - Occupational Therapists
 - Speech and Language specialist
 - The Specialist Teacher Service
 - CAMHS
 - Cambridgeshire's Virtual School for Looked After Children
 - Educational Psychology Service
 - Educational Welfare Officer
 - Advisory Teacher for Hearing Impaired
 - Physiotherapists
 - Community paediatricians
 - Other advisory services and charities.

- Should there be any concerns with the schools compliance in the carrying out of actions stated within the policy and plan, issues can be raised with the governing body by following the schools complaint procedure as laid out in the Complaints Policy.

Section 2: Aims and objectives

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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions	Person	Date by	Success criteria
<p>Improve the access of the physical environment for individuals with mobility difficulties.</p>	<p>Wellbeing available to drive children to local events.</p> <p>SENCo meets with the parents of any children with mobility difficulties to discuss the suitability of the school environment and the needs of each individual child.</p> <p>Care plans for children with medical and mobility needs created and shared with the adults supporting the child.</p> <p>Children with mobility difficulties to be included in the fire plan to ensure support can be provided and ensure the child's / adults safety.</p> <p>Disabled toilets located throughout the school. Purpose built hygiene room is also available.</p>	<p>Long term – for all external doors to be accessible for wheelchair users.</p> <p>Short term – to use a temporary fold away ramp to provide access to the front play ground in the event of a fire.</p> <p>Medium term – for the year 3 door leading directly into the corridor between the two year 3 classrooms to be replaced so that the door frame is flush with the ground.</p>	<p>DEMAT to commission a site wide accessibility survey of the school.</p> <p>Temporary fold away ramp to be purchased and for adults to be allocated with setting the ramp up in the event of a fire alarm.</p> <p>Mark to liaise with DEMAT regarding replacing the door by year 3.</p> <p>Money to be allocated in the school budget to fund a replacement door.</p>	<p>MC to liaise with DEMAT.</p> <p>MC to purchase. CH to support with identifying key adults to support individual with mobility issues in the event of a fire.</p> <p>MC</p> <p>KW and CC</p>	<p>July 2020</p> <p>April 2019</p> <p>August 2019</p>	<p>All classes accessible to all individuals without specific additional plans or routes needed.</p> <p>All entrances and exits to be accessible to individuals with mobility difficulties.</p> <p>Individuals to have a greater sense of independence.</p>

<p>Improve the provision for speech and language in the early years foundation stage.</p>	<p>ELKLAN trained TAs. 1 X TA undertaking ELKLAN training this year.</p> <p>There is a very close relationship established with the link speech and language therapists from reception – year 6.</p> <p>98% of children accessing the communication group have made progress.</p> <p>TAs are now feeling more confident leading communication groups independently. Observations are also showing that strategies and resources from the communication group are being reinforced in the classroom.</p>	<p>Long term – to ensure early intervention for children with speech and language needs.</p> <p>Medium term – To accurately identify children in nursery who need speech and language support.</p> <p>Medium term – To increase engagement with families accessing speech and language drop ins in the early years.</p> <p>Short term – To run additional communication groups for reception children.</p> <p>Short term – To embed further opportunities for speech and language activities throughout the day.</p> <p>Short term – Nursery to run speech and language focused interventions.</p>	<p>Speech and language therapists to deliver word aware training as part of a staff meeting. CH to deliver key principles to TAs.</p> <p>CC and CW to submit a bid to the Area Opportunity Fund to request funding to provide an enhanced speech and language therapy for children in nursery. Speech and language therapist to deliver a training session to nursery adults helping them to identify children requiring support.</p> <p>To investigate opportunities to hold drop in speech and language therapy sessions at nursery.</p> <p>To distribute photos of the New Horse Fair Clinic and additional information about drop ins.</p> <p>LJ to run an additional communication group daily.</p> <p>CW and JH to focus upon embedding additional speech and language focused activities into the nursery day.</p> <p>PH to run 2 x weekly speech and language focused group activities.</p>	<p>Speech and language therapists and CH.</p> <p>CC and CW</p> <p>Speech and language therapists</p> <p>CH, CC, CW</p> <p>CH</p> <p>LJ</p> <p>CW and JH</p> <p>PH</p>	<p>February 2019</p> <p>April / May 2019</p> <p>February 2019</p> <p>April – June 2019</p> <p>May 2019</p> <p>April – July 2019</p> <p>Dec – July 2019</p> <p>May – July 2019</p>	<p>Speech and language difficulties will be identified earlier, allowing for earlier support and for children to be able to converse within the classroom environment.</p> <p>School and speech and language therapists from the early years will be developing a closer working relationship.</p> <p>The trend showing increasing speech and language needs in reception will begin to decline as earlier intervention will occur.</p>
<p>To improve the provision for children experiencing difficulties with phonics and reading.</p>	<p>Children organised in phonics groups throughout the school.</p> <p>Progress of phonics discussed as part of pupil progress meetings.</p>	<p>Long term – The percentage of children passing the phonics screening check will increase.</p> <p>Long term – the percentages of children achieving age related expectation for reading will increase.</p>	<p>CH to organise training for ERT.</p> <p>CH to organise resources for ERT.</p> <p>CC and KW to allocate funding to pay for ERT training and resources.</p>	<p>CH</p>	<p>Yearly</p> <p>Yearly</p>	<p>Staff to feel confident in delivering ERT.</p> <p>ERT to be embedded across the school.</p>

	Quality of phonics lessons are monitored.	Short term – To offer ERT as an approach to supporting children with phonic difficulties.	Candidates for ERT to be identified. CH to monitor the impact of ERT.	CC and KW	April 2019	
To improve the accessibility of written information for children with SEND and EAL.	Talking tins – enable information to be recorded verbally. Corridor display boards include key words translated into different languages. EAL coordinator available to support children in school. First language assessments can also be completed. Colourful semantics training have been delivered to staff and are being used in the classroom. Word Aware training have been provided by the speech and language therapists.	Long term – An increasing use of visuals to support children with SENDs and EAL. Medium term – staff to be able to access communication in print to make visual resources. Short term – To purchase a communication in print site licence.	Training sessions provided to teachers and TAs. Opportunities to share resources they have created. Enquire and purchase a site licence for 'Communication in Print'	CH, CC and KW CH and LJ	May 2020 March 2019 April – June 2019	'Communication in Print' to become embedded throughout the school. Lesson observations, learning walk and book scrutinise show that 'Communication in Print' is being used throughout the school.
To improve provision for children who are experiencing difficulties with their fine motor skills.	Sensory circuits intervention is provided. Staff complete a referral form and identify a target they would like staff to support with. Writing slopes are available and used with children who are experiencing difficulties with their fine motor skills.	Long term – To ensure that additional support is requested and embedded for children who are experiencing fine motor skill difficulties. Medium term – To upskill teachers and TAs so that they are skilled at supporting children who have difficulties with fine motor skills.	Discussions in pupil progress meetings. Descriptors for the occupational therapist discussed with staff if they have concerns. Strategies to support children with their fine motor skills to be shared.	CH and JS CH	July 2020 February – July 2019	External support will be requested and used to support children who are experiencing fine motor skills and limited/no progress is seen after school based support. Staff will be able to make reasonable adjustments to children who have difficulties with their fine motor skills.

	<p>SENCo has created threading activity boxes which children can use.</p>	<p>Short term – To use 'Write from the Start' intervention programme to support children with fine motor skill difficulties.</p> <p>Medium term – To increase the use of resources to support children.</p> <p>Short term – to promote and support children through the use of sensory circuits.</p>	<p>'Write from the Start' purchased.</p> <p>To provide children with handwriting slopes, pencil grips, handwriting books and handwriting activities.</p> <p>To change sensory circuits timings to before school.</p>	<p>CH and KW</p> <p>All staff</p> <p>DB</p>	<p>February 2019</p> <p>February – July 2019</p> <p>April 2019</p>	<p>Staff will be able to support children in making progress with their fine motor skills.</p>
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	n/a		
Corridor access	Corridors kept clear to allow for access.	n/a		
Lifts	n/a	n/a		
Parking bays	2 disabled bays in front car park. 1 disabled bay in rear carpark.	n/a		
Entrances	Ramped access is available to all outdoor areas, but not through every entrance/exit.	Access could be improved by identifying resources to overcome the step in the door threshold. DEMAT to undertake an accessibility site wide survey. A foldable and portable ramp to be used for the exit / entrance by year 3 whilst quotations and actions are undertaken to replace the door.	Mark Cross / DEMAT	August 2019
Ramps	There is access to all year groups but some classes can only be accessed internally by wheelchair users.	DEMAT to undertake an accessibility site wide survey. A foldable and portable ramp to be used for the exit / entrance by year 3 whilst quotations and actions are undertaken to replace the door.	Mark Cross / DEMAT	August 2019
Toilets	4 disabled toilets.	n/a		
Reception area	Access to reception is via ramped walkway at the front of the building.	n/a		
Internal signage	There is clear signage for all fire access routes.	n/a		
Emergency escape routes	All emergency escape routes clearly designated. However not all escape doors are wheel chair friendly.	Access through the year 3 fire doors could be improved for wheelchair users by ensuring the door is flush with the ground.	Mark Cross DEMAT	August 2019

	Vehicular access available through both front and rear car parks.	See action plan above.		
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