

Accessibility Plan 2022-2025

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.

Financial Planning and control

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

Compliance with the Equality Act

Provision and strategies already in place:

- ✓ School website and social media content are accessible.
- ✓ Arrangements are in place for providing information in simple language, large print & digital audio format.
- ✓ There is a clear complaints process.
- ✓ Learner one page profiles identifying strengths.
- ✓ Strengths are celebrated e.g. through rewards assemblies.
- ✓ Learners are included in the interview process.

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
Staff have increased awareness of Equality Act and their responsibilities as part of this.	<ul style="list-style-type: none"> • All staff to undertake basic training in relation to Equality Act Duties in order that all staff understand and recognise disability issues (Significant numbers of new staff joining the Academy in Sept. 22) • Regular staff training and updates as required to support individuals. CPD record maintained. • All staff to undertake disability awareness training (IHASCO) • Review current Accessibility plan with academy council members and parents of children with SEND. 	Executive Head Teacher	Short-Term Short term Long term	By March '23 By August '23 By August '25	
Staff better-equipped to support LBTQ+ learners and stakeholders.	<ul style="list-style-type: none"> • LBTQ+ training for new staff. • Upon presentation, ensure gender markers for LBTQ+ staff, learners and stakeholders are identified and recorded accurately. • Ensure gender markers (preferred pronouns) are identifiable on staff badges & email communication. • Meeting the needs of LBTQ+ learners procedures & protocols developed by the academy. 	Executive Head Teacher	Medium-Term	By July '23	

Access to the physical environment – statutory

Provision and strategies already in place:

- ✓ School site is fully fenced, school gate is locked during the day, all visitors access to main school is via reception, at which point visitors are vetted.
- ✓ All outdoor play areas are on one level and accessible by wheelchairs.
- ✓ All classrooms are accessible by wheelchairs
- ✓ Every classroom is carpeted and fitted with blinds.
- ✓ Staff and learners with specific needs have personalised emergency evacuation plans in place.
- ✓ Disabled parking bay is available in the school car park.
- ✓ Fire risk assessments are carried out and equipment is serviced regularly. Escape routes are checked regularly. Wheelchair users are able to exit emergency doors.
- ✓ Quiet are is available to pupils who need it.
- ✓ Disabled toilet is available, stand alone toilet with fittings compliant with the SEND code of practice.
- ✓ School décor is suitable for visually impaired, ASD and Epilepsy. Floors contrast with walls, door contrast with surroundings, decorated in calm, subtle colours.
- ✓ Furniture layouts are planned to ensure access to key facilities. Appropriate furniture and equipment is provided for all pupils, reviewed on a case by case basis.
- ✓ Regular reminders in school newsletter regarding parking sensibly. There is a physical barrier between main pedestrian walkway and the road.

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
Improved access to school site for those with mobility needs.	<ul style="list-style-type: none"> • Disabled parking space signposted. • Designated walkway within carpark created. • Call for assistance sign from disabled space enables access through locked gate (sign with 'please press button for attention/access'). 	Site Manager	Short-Term Medium term	By December '22 By March '22	

	<ul style="list-style-type: none"> D handle style door furniture fitted to main front door (internal and external) D handle style door furniture fitted to Sharks KS1 end door 				
Improve access within main school entrance for any stakeholders who use a wheelchair.	<ul style="list-style-type: none"> Rearrangement of furniture in main entrance to provide space for a wheelchair user to wait- provide a reception chair with arms. Handrail installed between office and Shark classroom. 	Site Manager	Short-Term	By December '22	
Improve access around school for all staff	<ul style="list-style-type: none"> Staircase handrail fitted on both sides 	Site Manager	Medium term	By July '23	
Improved access to school for those with a hearing impairment.	<ul style="list-style-type: none"> Induction loop fitted to main entrance (school office). 	Site Manager	Medium-Term	By July '23	
Improved signage around the school site – both inside and outside - in order that learners, staff and visitors can find different locations with ease.	<ul style="list-style-type: none"> Signage lowering on doors to allow wheelchair users to see. Option added in braille 	Site Manager	Medium-Term	By July '23	
Improved visible markings to ensure the safety of learners and staff with visual impairments.	<ul style="list-style-type: none"> Nosing on main front step of school is painted with a yellow 2 inch strip. 	Site manager	Medium term	By July '23	
Provision of calm low sensory areas.	<ul style="list-style-type: none"> Room between sharks and KS1 corridor developed into low sensory area. 	Inclusion lead	Medium term	By July '23	

Ensuring inclusion in the school community-Statutory

Provision and strategies already in place:

- Mixture of upper and lower case writing on signage.
- Academy Ambassadors reflective of school role and composition
- It is the policy of the school that all learners should be integrated into the school curriculum as fully as possible.
- Uniform grants are provided.
- SEND notional funding is used to subsidise school trips where necessary.
- EHCP annual reviews include Parent/Carers, SENDCO and staff from new setting (when at Y6).
- Transition meetings with SENDCO from new setting take place prior to transition.
- 1:1 TA to visit school with child if requested.
- ! page profiles shared between settings.
- Extended transition periods arranged where needed.
- Reasonable adjustments may include leaving a lesson early/late when corridors are quieter.
- Tiered SEMH interventions include Friends resilience programme, mentoring and Lego therapy.
- Residential trip meetings held to discuss reasonable adjustments where necessary.
- Additional staffing deployed as required and risk assessed as needed.
- It is recognised that all learners regardless of SEND have something to offer the school and that all learners have strengths and weaknesses in different areas.
- Staff consult with SENDCo to understand all additional needs.
- School believes that every pupil should experience the world beyond the classroom and school trips are open to all learners.
- Individual plans developed as and when needed.
- School trust has a dedicated attendance support team including EWO. Attendance of all pupils is reviewed every 6 weeks.
- Anti bullying policy is in place.
- Work on bullying is integrated into the school curriculum via PSHE.
- Anti bullying week and NSPCC speak out and stay safe, annually.
- Additional meetings held for residential visits.

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
Learners with special educational needs and disabilities are supported to participate in extra-curricular activities.	<ul style="list-style-type: none"> Ensure at least one extra-curricular sports club each term is 'SEND friendly', with a focus on participation for all. Additional staffing provided to ensure learners are adequately and appropriately supported throughout the session. 	Sports Champion	Medium-Term	By July '23	

Access to the curriculum – statutory

Provision and strategies already in place:

- ✓ School SENDCo is a member of SLT and has completed the NATSEnDCo award.

- ✓ SENDCO informs the rest of SLT on data and policies.
- ✓ SENDCO has a clear vision for SEND and improving outcomes for pupils with SEND
- ✓ Whole school ADP takes account of duty to make reasonable adjustments and there are clear objectives and plans shared on an annual basis.
- ✓ Full participation in the curriculum with adaptations made where necessary e.g. ear defenders in music, physical support in PE, person in the pool for swimming.
- ✓ PE coaches have area managers who are disability trained.
- ✓ In sports premium plan – a termly sports club is in place for learners with SEND and specialist equipment has been purchased to facilitate this.
- ✓ We follow the national curriculum but think carefully about how to adapt this and the learning environment for a learners with SEND.
- ✓ We incorporate advice from assessment both internal and external and the strategies described in EHC plans.
- ✓ School supports all staff to continue learning alongside learners and we have an effective CPD offer.
- ✓ School provides a wide range of CPD opportunities.
- ✓ SENDCo incorporates provision for children with SEND, liaising with TA's to ensure individual needs are met.
- ✓ A wide range of visual displays are used to support children's learning.
- ✓ Learning plans are recorded on Provision map and learning plans are reviewed every half term.
- ✓ Reading books and spelling homework are differentiated.
- ✓ Half termly homework projects are accessible to all learners, who choose the format.
- ✓ All classrooms have an information sheet supplied for supply teachers to identify children with IEP's, EHC's IHP's
- ✓ Children are positioned in class according to their needs.
- ✓ The learning environment is adapted for individuals e.g. children with ASD having individual workspaces/equipment to support in class.
- ✓ Effective use of recording where needed e.g. scribe, ICT.
- ✓ Access requirements- children screened for tests.
- ✓ At the beginning of every academic year a register of pupils requiring additional support is collated and circulated amongst staff. Support plans are shared.
- ✓ Progress of children is assessed and reviewed termly and reviews feed directly into the next phase of the graduated approach

Accessibility Outcome	Action to ensure outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
Pupils with additional needs are clear about events of the day.	<ul style="list-style-type: none"> • All classrooms using visual timetable on a daily basis. • Bank of most popular PECs-based signs for all staff to access. • Daily 'talk through' of the day in place for identified learners. 	Class Teachers	Short-Term	By Dec '22	
Staff have increased awareness of the needs of learners with a learning and/or physical disability, ensuring they are better-positioned to adopt practices that will allow all learners to fully access the school curriculum and make appropriate progress.	<ul style="list-style-type: none"> • Review the needs of learners with specific needs in order to identify training needs of staff. • Build relevant training into CPD schedule. (Termly Vulnerable Learner staff meetings - SEND, PP and lowest 20% focus). • Deliver training and monitor impact. 	SENDCo	Short-Term	By Dec '22	
Increased accessibility of the curriculum for learners through the provision of additional resources and equipment which promotes participation and independence, allowing them to make appropriate progress.	<ul style="list-style-type: none"> • Identify resources needed • Implement resources across the academy with relevant training • Ensure resources and relevant information is built into one-page profiles & transition meetings. 	SENDCo	Short-Term	By Mar '23	
Learners are provided with appropriate assess arrangements when formal assessments take place in order that their individual strengths and gaps can be accurately identified.	<ul style="list-style-type: none"> • Access arrangements reviewed for SEND learners on an annual basis and recorded on one page profiles / provision map. 	SENDCo & Classroom based staff.	Medium Term	By July '23	
All classrooms to adopt dyslexia friendly strategies to support all learners with literacy difficulties.	<ul style="list-style-type: none"> • All staff to undertake CPD in relation to dyslexia-friendly environments. • https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf • Use cream or pastel coloured paper where possible to reduce glare. • Use blue, brown, red, green or purple board markers in preference to black, as these are easier for some students to read. • Use colour to separate key information written on the board. • Ensure learners have a model close by to refer to. • Provide key words for independent writing. • Provide access to alternative forms of recording inc. recording onto tape or 	Class teachers	Medium Term	By July '23	

	<ul style="list-style-type: none"> video camera; Oral presentation; Dictation to an adult or peer; and Word processing inc. the use of support packages. e.g. Clicker. Highly visual learning environments with consistent working walls. Adoption of positive marking. 				
Improved transition arrangements for SEN learners when transitioning within the Academy.	<ul style="list-style-type: none"> End of year protected transition meetings implemented with current and new class teachers for sharing of information. Personalised transition arrangements mapped where identified for specific learners. IHPs updated at least annually to ensure all advice is current. Health / SEN needs readily available to all classroom staff (displayed 'within' teaching wall). 	SENDCo & Class Teachers	Medium Term	By July '23	
Learners will be more informed about inclusion and the needs of others.	<ul style="list-style-type: none"> Whole school assemblies throughout year which focus on different learning needs e.g. dyslexia, autism, ADHD, medical needs such as epilepsy, etc. 	SLT	Long-Term	By July '24	
Learners with additional needs and disabilities have positive images to draw upon.	<ul style="list-style-type: none"> Ensure SEND learners have access to positive images of persons with similar needs through visitors, books and images on display. 	SLT	Long-Term	By July '24	
Differentiation of homework	<ul style="list-style-type: none"> Maths homework is clearly differentiated 	SENDCo and class teachers	Medium term	By March '23	

Access to information, advice and guidance – statutory

Provision and strategies already in place:

- ✓ A SEND focused CPD training session takes place at least once every long-term
- ✓ Software in school to create symbols
- ✓ School website can be translated into many different languages using a drop down menu
- ✓ Messaging is available via website, school has an 'open door' policy.
- ✓ Electronic translation aids available.
- ✓ Interpreters are available on request.
- ✓ Positive staff/learner relationships are evident via survey.
- ✓ Information is available electronically so that it can be modified for the needs of individuals.
- ✓ A translation tab is available on school website.

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
To ensure level of language used in literature is accessible to parents and carers in order that parents/carers able to access information easier.	<ul style="list-style-type: none"> Gain parent views on current language level used. Agreement to not use teaching jargon. Ensure all acronyms are explained. 	All staff who provide written info. to parents / carers.	Short-Term	By Dec '22	
To further enhance 2-way communication channels for parents and carers of learners with SEND needs.	<ul style="list-style-type: none"> Introduce annual SEN parent/carer survey. 	SENDCo	Short-Term	By Mar '23	
Parents find it easier to understand correspondences sent home by ensuring all correspondences to parents/carers are accessible in other languages.	<ul style="list-style-type: none"> Increasing stake holder awareness of translation tools. Adding section to admission papers asking if parents require support to access literature in another language. 	Academy Inclusion Lead.	Medium Term	By July '23	
Large format or recorded versions of communications for parents/carers and pupils produced when requested.	<ul style="list-style-type: none"> Audit parent/carer & learner needs to anticipate future requests. Ensure communications are stored in an e-format to ensure quick production of large format / text to speech versions. 	Academy Administration Team.	Long Term	By July '24	
Ensuring two way information sharing with families	<ul style="list-style-type: none"> Slip sent with parental copy of Learning plan reviews allowing parents to feed back their commentary. Annual SEND Parent/Carer survey implemented 	SENDCo	Short term Medium term	By December '22 By August '23	