

## **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.

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"> <li>• 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)</li> </ul>	Executive Head Teacher	Short-Term	By March '23	
Staff better-equipped to support LBTQ+ learners and stakeholders.	<ul style="list-style-type: none"> <li>• LBTQ+ training for new staff.</li> <li>• Upon presentation, ensure gender markers for LBTQ+ staff, learners and stakeholders are identified and recorded accurately.</li> <li>• Ensure gender markers (preferred pronouns) are identifiable on staff badges &amp; email communication.</li> <li>• Meeting the needs of LBTQ+ learners procedures &amp; protocols developed by the academy.</li> </ul>	Executive Head Teacher	Medium-Term	By July '23	

## Access to the physical environment – statutory

Provision and strategies already in place:

- ✓ Academy is within easy reach of public transport network
- ✓ Security gates and barriers are in place to ensure security for learners.
- ✓ All outdoor play areas are on one level and accessible by wheelchairs
- ✓ All EYFS and KS1 classrooms are downstairs and accessible by wheelchairs
- ✓ All KS2 classrooms are accessible via a lift and two sets of stairs
- ✓ Every classroom is carpeted and fitted with blinds
- ✓ All learning spaces include hearing-zero boards
- ✓ School has available a ground floor hygiene room, two accessible toilets downstairs and one accessible toilet on the first floor
- ✓ There is a dedicated medical room.
- ✓ Child height appropriate toilets in each year group
- ✓ Staff and learners with specific needs have personalised emergency evacuation plans in place.
- ✓ Academy has clear lockdown procedures.

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"> <li>• Disabled parking space signposted / re-marked.</li> <li>• Disabled parking space reserved for those who require such an amenity.</li> </ul>	Site Manager	Short-Term	By December 2022	
Existing disabled toilet and shower facilities can be accessed and used with ease.	<ul style="list-style-type: none"> <li>• Declutter disabled toilet by main office.</li> </ul>	Site Manager	Short-Term	By December 2022	
Improve access within main school entrance for any stakeholders who use a wheelchair.	<ul style="list-style-type: none"> <li>• Relocation of cabinet in front entrance.</li> <li>• Addition of staggered height shelving for signing in of visitors.</li> </ul>	Site Manager	Short-Term	By March '23	
Improved access to school for those with a hearing impairment.	<ul style="list-style-type: none"> <li>• Induction loop fitted to main entrance (school office).</li> </ul>	Site Manager	Medium-Term	By July '23	
Improved emergency evacuation procedures for any stakeholders with physical disabilities.	<ul style="list-style-type: none"> <li>• Purchase of 2 x Evacuation chairs &amp; training</li> </ul>	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"> <li>• Easy to read door signs throughout academy (Upper and lower case, with option to add braille)</li> <li>• Main entrance signage (external) required at street level to indicate location of main entrance.</li> </ul>	Site Manager	Medium-Term	By July '23	

	<ul style="list-style-type: none"> <li>• Signage for push button door and intercom required.</li> <li>• Clearer signage for disabled (flat) access required.</li> </ul>				
Development of a pastoral hub 'The Nest', which is an ASD friendly environment (calm/low sensory environment) within which all learners can access pastoral support.	<ul style="list-style-type: none"> <li>• Complete needs analysis.</li> <li>• Discuss proposal with Trust SLT / Directors.</li> <li>• Identify suitable location &amp; complete costings plan.</li> <li>• Build into budget plans for academic year 2023-24.</li> </ul>	Executive HoA & Inclusion Lead	Long-Term	By July '24	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long-Term, Medium or short-term	Time Frame	Notes
Ensure free English language learning opportunities are available to EAL parents/Carers.	<ul style="list-style-type: none"> <li>• Develop links with local providers and signpost.</li> </ul>	Inclusion Lead.	Short-Term	By Dec '22	
Learners with special educational needs and disabilities are supported to participate in extra-curricular activities.	<ul style="list-style-type: none"> <li>• Ensure at least one extra-curricular sports club each term is 'SEND friendly', with a focus on participation for all.</li> <li>• Additional staffing provided to ensure learners are adequately and appropriately supported throughout the session.</li> </ul>	Sports Champion	Medium-Term	By July '23	

Access to the curriculum – statutory					
Provision and strategies already in place: <ul style="list-style-type: none"> <li>✓ The Academy invests heavily in staff CPD with many staff having received specialist training in: ASD, ADHD, Dyslexia &amp; SALT.</li> <li>✓ There are clear pre-admission transition protocols in place.</li> <li>✓ Learners with temporary, ongoing or long-term healthcare needs are supported via IHPs.</li> <li>✓ Cultural activities and educational visits are accessible to all pupils including pupils with identified barriers to learning and participation.</li> <li>✓ The Academy makes full use of a range of LA support services, inc. health professionals and the community</li> <li>✓ The Academy's SENCO attends SENCO Network groups to keep abreast of new ideas/sharing of good practice</li> <li>✓ Member of Voyage Educational Partnership: a Trust group of SENCO's working collaboratively with a lead Trust SENCO</li> <li>✓ Use of signs and symbols (PECS) with individual children</li> <li>✓ P Level and Cherry Garden small-step assessments for pupils experiencing barriers to learning and participation across all stages: Foundation, KS1 and KS2</li> <li>✓ Teaching and Learning is supported by the use of Interactive White Boards and a range of manipulatives in every classroom</li> </ul>					
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"> <li>• All classrooms using visual timetable on a daily basis.</li> <li>• Bank of most popular PECs-based signs for all staff to access.</li> <li>• Daily 'talk through' of the day in place for identified learners.</li> </ul>	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"> <li>• Review the needs of learners with specific needs in order to identify training needs of staff.</li> <li>• Build relevant training into CPD schedule. (Termly Vulnerable Learner staff meetings - SEND, PP and lowest 20% focus).</li> <li>• Deliver training and monitor impact.</li> </ul>	SENDCo	Short-Term	By Dec '22	
Learners with English as an additional language have access to work suitable for their age and ability. (Focus: New to Country EAL learners).	<ul style="list-style-type: none"> <li>• Further Development of Academy 'Language Lab' provision. (Literacy &amp; Phonics provision for pupils working significantly below ARE for English).</li> </ul>	Inclusion Lead	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,	<ul style="list-style-type: none"> <li>• Identify resources needed</li> <li>• Implement resources across the academy with relevant training</li> </ul>	SENDCo	Short-Term	By Mar '23	

allowing them to make appropriate progress.	<ul style="list-style-type: none"> <li>Ensure resources and relevant information is built into one-page profiles &amp; transition meetings.</li> </ul>				
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"> <li>Access arrangements reviewed for SEND learners on an annual basis and recorded on one page profiles / provision map.</li> </ul>	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"> <li>All staff to undertake CPD in relation to dyslexia-friendly environments.</li> <li><a href="https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf">https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf</a></li> <li>Use cream or pastel coloured paper where possible to reduce glare.</li> <li>Use blue, brown, red, green or purple board markers in preference to black, as these are easier for some students to read.</li> <li>Use colour to separate key information written on the board.</li> <li>Ensure learners have a model close by to refer to.</li> <li>Provide key words for independent writing.</li> <li>Provide access to alternative forms of recording inc. recording onto tape or video camera; Oral presentation; Dictation to an adult or peer; and Word processing inc. the use of support packages. e.g. Clicker.</li> <li>Highly visual learning environments with consistent working walls.</li> <li>Adoption of positive marking.</li> </ul>	Class teachers	Medium Term	By July '23	
Improved transition arrangements for SEN learners when transitioning within the Academy.	<ul style="list-style-type: none"> <li>End of year protected transition meetings implemented with current and new class teachers for sharing of information.</li> <li>Personalised transition arrangements mapped where identified for specific learners.</li> <li>IHPs updated at least annually to ensure all advice is current.</li> <li>Health / SEN needs readily available to all classroom staff (displayed 'within' teaching wall).</li> </ul>	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"> <li>Whole school assemblies throughout year which focus on different learning needs e.g. dyslexia, autism, ADHD, medical needs such as epilepsy, etc.</li> </ul>	SLT	Long-Term	By July '24	
Learners with additional needs and disabilities have positive images to draw upon.	<ul style="list-style-type: none"> <li>Ensure SEND learners have access to positive images of persons with similar needs through visitors, books and images on display.</li> </ul>	SLT	Long-Term	By July '24	

### 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

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"> <li>Gain parent views on current language level used.</li> <li>Agreement to not use teaching jargon.</li> <li>Ensure all acronyms are explained.</li> </ul>	All staff who provide written info. to parents / carers.	Short-Term	By Dec '22	
To further enhance 2-way communication channels for	<ul style="list-style-type: none"> <li>Introduce annual SEN parent/carer survey.</li> </ul>	SENDCo	Short-Term	By Mar '23	

parents and carers of learners with SEND needs.					
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"> <li>Increasing stake holder awareness of translation tools.</li> <li>Adding section to admission papers asking if parents require support to access literature in another language.</li> </ul>	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"> <li>Audit parent/carer &amp; learner needs to anticipate future requests.</li> <li>Ensure communications are stored in an e-format to ensure quick production of large format / text to speech versions.</li> </ul>	Academy Administration Team.	Long Term	By July '24	
To develop family support worker / pastoral care role within the academy (Currently fulfilled by Trust)	<ul style="list-style-type: none"> <li>Discuss level of need with Trust SLT.</li> <li>Build into budgetary / staffing plan once approved @ Trust Level.</li> </ul>	Executive Head Teacher in assoc. with Trust Inclusion Lead.	Long Term	By July '24	