

Accessibility plan



Approved by:	Laura Stevenson	Date: 19.6.24
Last reviewed on:	24.03.22	
Next review due by:	19.6.27	

Vision Statement

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

In our school our Christian vision shapes all we do:

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16 "Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

PUPIL MOTTO

"I will shine."

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website.

This Accessibility Plan will take into consideration all types of disabilities and impairments, including, but not limited to the following:

- Ambulatory disabilities – this includes pupils who use wheelchairs or mobility aids.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments or sensitivities.
- Auditory disabilities – this includes those with hearing impairments or sensitivities.
- Comprehension – this includes those with hidden disabilities, such as Autism and Dyslexia.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aims and Objectives – Action Plan

Our objectives are to:

Ensure the curriculum is accessible to all pupils to meet their needs

Improve and maintain access to the physical environment

Identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND

Enable all children to participate in lessons fully and effectively (this includes children with and without additional needs)

Work in partnership with parents

Work with the Academy Governance Committee to enable them to fulfil their statutory monitoring role with regard to children with SEND

Work closely with external support agencies, where appropriate, to support the needs of individual pupils

Ensure that all staff have access to training and advice to support high quality inclusive teaching and learning for all pupils

Ensure all information shared by the school is accessible to everyone

Aims	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete by & success criteria
Ensuring the curriculum is accessible to all pupils to meet their needs Work closely with external support agencies, where appropriate, to support the needs of individual pupils Enable all children to participate in lessons fully and effectively (this includes children with and without additional needs)	The curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Teachers are trained on adapting and scaffolding the curriculum to meet all pupils needs. Communication In Print software is used to support visual communication. We provide visual timetables, task cards and various alternative ways of recording when needed. Teachers and support staff use 'Shine Time' to provide pre-teaching and post-lesson intervention for specific needs.	Any child that is new to the school has their needs assessed. Curriculum is adapted flexibly to ensure pupils needs are met.	Review needs of new starters in all year groups, ensure their learning model is reviewed and the curriculum is accessible to all learners Staff trained to meet individual pupil needs where applicable.	Headteacher SENCO	Beginning of the academic year and ongoing with new starters. Starter paperwork completed. Additional meeting with parents/ SENDCo regarding any IHCP All children access all curriculum areas Plans reflect the most recent advice on how to support individual's needs.

Ensure that all staff have access to training and advice to support high quality inclusive teaching and learning for all pupils Identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND Work in partnership with parents Work with the Academy Governance Committee to enable them to fulfil their statutory monitoring role with regard to children with SEND	The SENCO supports teachers with ongoing, regular review of all children on the SEND register and those on the school monitoring list. Learning Journeys and, where applicable, IHCPs are written in consultation with parent/guardian SEND professional learning for all staff is planned coherently throughout the year, led by the SENCO, external agencies and online learning modules. The SENCO provides a termly SEND report to the Academy Governance Committee. A named member of the Academy Governance Committee is responsible for monitoring SEND across the school and meets termly with the SENCO.				
Improve and maintain access to the physical environment	Our school is split level with access available via 2 steps or lift between KS1 and KS2. All entrances to the school are either flat or ramped and have wide doors. Whilst the main entrance door to reception is not automated, there is clear visibility to the door to ensure assistance can be offered.	Ensure the school environment is adapted to the needs of pupils	Complete planned Access Audits annually and for individual pupils as appropriate. Planned adjustments made in consultation with parent/guardian Service and maintain lift equipment Daily checks to ensure corridors and cloakrooms are kept clear	Headteacher SENCO Site Officer Academy Business Partner	Beginning of the academic year and ongoing with new starters.

	The lobby area is fully accessible for wheelchair users. Automatic doors on Reception in case of emergency Corridors are accessible for wheelchair users Internal and external doorways are accessible for wheelchair users. There is a disabled parking bay. Disabled toilet facilities are available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personal Emergency Evacuation Plans (PEEPS) are written where appropriate Classrooms are carpeted (excluding cloakroom and practical areas) and have LED lighting. Blinds and curtains in classrooms are used to reduce glare. Individual adaptations will be made for specific pupils e.g. chair supports and individual workstations.		Daily checks to ensure fire exits are clear inline with emergency procedures. Automatic doors are serviced and maintained Review physical environment for individual pupils where appropriate and make planned improvements. Build ways of working into risk assessments for individual pupils where required. Work with outside agencies to ensure access arrangements suit the needs of the school. Ensure signage is clear and at a level for all pupils and adults to see it clearly.		
Ensure all information shared by the school is	Dyslexia-friendly fonts are used on written communication	Ensure that information is accessible	Use Admissions forms and Admissions meetings to determine any access needs, both physical and supporting other languages		

accessible to everyone	Support is provided for families with completing documents when needed. Videos are uploaded onto the school website to share verbal and visual information about SEND. Documents and letters can be translated when required. We work closely with parents who have barriers to learning to share information verbally.				
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Monitoring & Review

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by Head teacher.

Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Child Protection & Safeguarding Policy
- Attendance & Exceptional Leave Policy
- Admissions Policy
- Health and Safety Policy
- Equality Statement
- SEND Policy
- Medication Policy & Management Procedure