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Accessibility Plan 2021-2022

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 they have a physical or mental impairment that has a substantial and long-term adverse effect on their 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

- o recognises the effect their disability has on their ability to carry out activities,
- o 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.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- Provision of a robust and highly regarded Connected Curriculum.
- The curriculum meets the needs of all pupils

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Ease of access to all areas of the school without exception.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Our school will use a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Pictorial or symbolic representations
- Consideration of where resources are sited for access and visibility

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Accessibility Action Plan

Increasing Access for disabled pupils to the school curriculum						
Accessibility Outcome	**Current Good Practice**	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All pupils receive a rich and broad curriculum that provides diversity and equality and meets the needs of all learners.	Our school offers a differentiated curriculum for all pupils.	SLT to monitor and review the new Connected Curriculum and focus on provision for SEND pupils and differentiation for same SENDCo/Asst.	SLT, SENDCo	Long term	Half-termly	
Clear and well defined interventions improve the progress and attainment of all learners.	We provide resources and interventions that are tailored to the needs of pupils who require support to access the curriculum.	Head/SENDCo to audit interventions and their success/impact and benchmark with other MAT schools.	SLT, SENDCo	Short-term	Half-termly	
Classrooms are organised to promote the participation of and independence for all pupils where applicable.	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	SENDCo to undertake an audit of resources and quality first teaching to ensure that lessons are planned to meet the needs of all pupils in the class.	SLT, SENDCo	Short-term	Half-termly	
SEND pupils have access to appropriately	Pupils have access to a range of technology to support their learning needs.	Update and introduce new technology where relevant and urgently if a specific need arises.	SENDCo	Short-term	When needed	

designed technology to allow for alternative means to record their learning where appropriate.

Staff training to support SEND pupils – with a focus on key areas of need within the School: SLCN, SPLD,ASD, Dyspraxia.

Check that resources celebrate diversity whenever possible. | The curriculum meets the needs of all pupils.

Curriculum resources include examples of people with disabilities. | Undertake audit of training needs across the MAT. Plan and provide a robust training programme covering the broad range of needs highlighted. | SENDCo

SLT, Teaching Staff | Medium-term

Long-term | Termly

ongoing |

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Improving access to the physical environment of the school

Accessibility Outcome	Current Good Practice	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that corridors are left unobstructed and tidy at all times. Wheelchair access is provided to all areas of the school. Monitor access to the buildings for all pupils, staff and visitors.	The environment is adapted to the needs of pupils as required. This includes: ▢ Ramps ▢ Corridor width ▢ ▢ Disabled toilets and changing facilities ▢ Library shelves at wheelchair-accessible height ▢ Ease of access to all areas of the school without exception	Yearly review of main areas to be considered with regular daily monitoring to ensure that corridors etc. are clear and safe for all users and any wheelchair users. A disabled parking bay to be marked up	SLT, Central Premises Managers Premises managers	Long-term Short term	Ongoing	
Ensure all pupils can be safely evacuated. Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Risk assessments for all pupils with disabilities.	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Seek support from HI and VI advisory teachers.	SLT, SENDCo SLT, SENDCo	Medium-term Medium-term	Reviewed termly As required	

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Improving the delivery of written information to disabled pupils

Accessibility Outcome	Current Good Practice	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Improve the delivery of information in writing in an appropriate format to suit individual needs.	Our school uses a range of communication methods to ensure information is accessible. This includes: ⬚ Internal signage ⬚ Large print resources ⬚ Braille ⬚ Pictorial or symbolic representations ⬚ Consideration of where resources are sited for access and visibility	Ensure all pupils have access to resources and written formats that support their needs.	SENDCo, SLT	Long-term	ongoing	
Review information to parents/carers to ensure it is accessible.		Provide information and letters in clear print in clearly written English. School office will support and help parents to access information and complete school forms	SLT	Long-term	Ongoing	
Ensure all staff are aware of guidance on accessible formats	Training opportunities planned throughout the year to support teachers' in understanding the best way to meet the needs of pupils in relation to the delivery of written information.	Provide guidance to staff on dyslexia, ASD and accessible information	SENDCo	Long-term	ongoing	