Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Author:	E Matthews
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	30/07/20	CM	Personalised for Knighton Mead Primary Academy

Contents

1. Aims

Schools 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.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	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 progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Our teachers and teaching assistants have the necessary training to teach and support disabled pupils, teachers and TA's undergo training with the SENCO and attend relevant courses Our classrooms are optimally organised for disabled pupils.	Ensure the curriculum can be accessed by all pupils	Check timetables and resources are not a barrier to any individual or group's access to the curriculum Further training may be required as pupils needs change Any future plans for further development of classrooms take DDA issues to account. Redecorating work is sympathetic to pupils with sensory needs Class review prior to the start of each academic year to	SENCO SENCO, external support SENCO and specialist support Class teacher with SENCO support	As required As required As required August/ September	Disabled pupils feel well supported and can access all aspects of the curriculum Academy building continues to be accessible for all and provides a productive environment for all End of year results and progress made by pupils Pupils leave the academy with a good understanding Pupils are able to access the curriculum through a variety of different learning styles

	Ashfield Academy carried out a survey in April 2014 to confirm this and termly health and safety walks identify any concerns. Lessons provide opportunities for all pupils to achieve this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks Lessons are responsive to pupil diversity our curriculum policy demonstrates this Lessons involve work to be done by individuals, pairs, groups and the whole class this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks. All pupils are encouraged to take part in music, drama and physical activities. These activities are built into the curriculum, specialised teachers are brought in for music and PE. Designated space created for drama and music. All staff recognise and allow for the mental effort expended by		ensure appropriate provision for disabled pupils			Pupils have the opportunity to access all areas of the curriculum All pupils access all aspect of the curriculum and examinations All pupils access, experience and develop an understanding of physical education and exercise All pupils are able to access school visits and experiences All pupils achieve to their full potential and have access to the full curriculum

	some disabled pupils, for example using lip reading. Teachers have attended HI training and have access to IT equipment to support, i.e. iPads. Extra time and the use of scribes are requested during exams

All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. Teachers meet with the SENCO to discuss individual pupil needs regularly and are trained on techniques to support pupils and in particular how IT can support

Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example our sports coach adapts PE accordingly and teachers adapt daily boost

Provision is provided for pupils to access computer technology and individual IT equipment is provided for those pupils that require it. In class staff use laptops, iPads and visualisers

School visits are made accessible to all pupils irrespective of | | | | |

	attainment or impairment with individual risk assessments completed where necessary and additional staff provided High expectations are expected of all pupils this is evidenced through pupil progress notes and our behaviour policy Staff seek to remove all barriers to learning and participation, planning and assessment moderations, learning walks, PM observations and work/book looks demonstrated this.				

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allows access for all pupils. These areas were checked for accessibility to all pupils as per the Ashfield Academy survey April 2014 and termly health and safety walks. Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers evidenced in the Ashfield Academy survey April 2014 and checked termly during the health and safety walk. Pathways of travel around the school site and parking arrangements are safe, routes are	To identify areas which pose greater risk of incident to our VI pupils or those with physical difficulties.	Purchase an interchangeable ramp to allow wheelchair users access to the stage during performances One set of internal doors were too heavy for wheelchair users to open independently. An alternative route is available or investigate method to adapt door (purchase of door guards which hold doors open but close them when fire alarm sounds) Ensure disabled parking bay is kept free for blue badge holders only. Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they	SBM SBM Office staff	Autumn Term 20 Autumn Term 20 Ongoing	All pupils able to access all areas of the academy All pupils are safe when traveling around the school site All pupils are safe and are aware of emergency and evacuation systems All pupils are safe and are in the most productive environment for learning

	logical and well signed evidenced in the Ashfield Academy survey April 2014 and checked termly during the health and safety walk.		are not a blue badge holder		
			Continue weekly fire call point checks and termly fire drills	Primary Site Manager	Ongoing
	Emergency and evacuation systems are set-up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components. PEEPS are in place for those pupils that require one		Specialist items are to be purchase when required	SBM and SENCO	As required
	Decoration and signage is clear to prevent confusion or disorientation for disabled pupils with visual impairment, autism or epilepsy.				
	Radiators have been painted so they no longer blend in with the KS1 walls. Fire exits with external steps are clearly marked with yellow arrows. VI tape placed on edges of external steps to warn of change in level and items that protrude out				
	Areas to which pupils should have access is well lit as evidence in the Ashfield Academy survey April 2014 and VI survey July 19				
	Steps are made to reduce background noise for hearing impaired pupils such as				

	considering a room's acoustics and noisy equipment. Noise is monitored in all classrooms.

Furniture and equipment is selected, adjusted and located appropriately evidence as per the Ashfield Academy survey April 2014 and termly health and safety walks | | | | | |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage

- Large print resources

- Braille

- Induction loops

- Pictorial or symbolic representations

We provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with | Identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information. | Provision map written indicating a) Formats which need changing. b) Strategies needed to do this. Support Services consulted for advice. Students opinions are taken into account. | All staff SENDCo | Ongoing | Pupils and families who have difficulty with standard forms of printed information being able to access the information they require in a suitable format.

All pupils access all aspect of the curriculum

All employees are able to assist pupils with disabilities using the appropriate |

	standard forms of printed information. We work closely with the Vision support team for large print books and learning materials which includes teaching Braille to identified individuals

We ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams. Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them.

We have the facilities such as ICT to produce written information in different formats and ICT is used daily to support all pupils needs

We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities. Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. Training is provided where appropriate. | | | | technology and practices |

4. **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Board on behalf of the Trust, and the Principal on behalf of the academy.

5. **Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 (accessible to pupils) 2 (accessible to staff)	General maintenance- daily basis	PSM	Daily
Corridor access	4	Keeping corridors clear so that all children of all needs can access the building	PSM	Daily
Lifts	0	N/A		
Parking bays	1 disabled	Ensure people are parked in correct bays	PSM	Daily
Entrances	6 for the school building and an additional 5 in classrooms	Ensure they are accessible to all	PSM	Daily
Ramps	1	Ensure the ramps are fit for purpose with no obstructions on	PSM	Daily
Toilets	1 disabled 7 in total	General maintenance- daily basis	PSM	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis	PSM	Daily
Internal signage	Clear signs	Ensure the signs are clear	PSM	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	PSM	Daily for escape routes, weekly for fire alarm