

Acton CE and Calveley Primary Academies

Accessibility Policy and Plan



Confirmation that the Accessibility Policy has been discussed and approved by the Staff and Directors

Discussed and Approved : February 2020 (2019-2021 Plan)

To be reviewed: September 2020

Acton CE & Calveley Primary Academy Schools
- Accessibility Policy and Plan

Introduction

This Accessibility Policy and Action Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This policy should be considered alongside the school's Equality Policy and the SEND Policy.

Definitions

The Equality Act 2010 defines a disabled pupil as 'a person who has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities'.

Physical or mental impairment includes sensory impairments and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on a person's everyday life. Mental health conditions are also covered when they are clinically well-recognised illnesses.

Aims

We are committed to providing accessible environments which value and include 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.

Acton and Calveley Primary Academies plan, over time, to ensure there is accessibility of provision for all pupils, staff, parents and visitors to the school.

The Accessibility Action Plan will cover a three year period and will be updated annually. This accessibility plan contains actions which cover three main areas:

1. Improving access to the **physical environment** of each school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of each school and physical aids to access education.
2. Increasing access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
3. Improving and making reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

1. Improving Access to the Physical Environment.

The Action Plan for physical accessibility relates to the Access Audit of each School which is undertaken regularly. It relates to all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered at the academies.

Each academy will :

- Ensure an access audit is completed regularly and incorporate outcomes into the school development plan.
- Ensure that Directors and staff receive training to raise awareness of school responsibilities and opportunities for improvement.
- Maintain up-to-date information about the number of children with disabilities in the school or anticipated to be attending in the future.

2. Increasing the extent to which pupils with disabilities and additional needs can participate in the school curriculum.

The academies' SEND policy outlines the procedures for ensuring that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs.

Each academy will :

- Continue to provide a broad and balanced curriculum for all pupils.
- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- Identify all pupils who face barriers to learning and full participation.
- Consider pupils assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
- Continue to provide specialist aids/equipment to individual pupils as specified in their SEN Support Plans and Education, Health & Care Plans
- Audit the approaches used when planning and delivering the curriculum.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Audit pupil needs in relation to the wider provision of school, including after school clubs and school trips.

3. Improving the delivery of information to disabled persons

Each academy will :

- Ensure staff are aware of the requirement to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Collect and share examples of good practice amongst staff.

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- Review and audit the school's approach to the provision of written information to establish if the format could be improved and to improve accessibility generally.
- Seek specialist advice (eg. From Sensory Inclusion Services) where necessary.

Reviewing and Sharing the Plan

School Directors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period. The terms of reference for the boards of Director's will contain an item on 'having a regard to matters relating to access'. The Plan will be monitored by the Health and Safety Director. Information about the Accessibility Plan will be published in the Director's Annual General Meeting.

An accessibility plan for each school will be drawn up to cover a three year period. The plan will be updated annually.

The plan and policy are published on each school's website and are available to any member of the school community who wishes to see it. These can be made available in alternative formats as necessary (brailled, large print etc)

We acknowledge the need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and awareness of the range of barriers to accessibility that may exist.

Acton CofE & Calveley Primary Academy Accessibility Plan 2019-2021

1. Improving Access to the Physical Environment.

This plan was informed by:

- Current advice & strategies developed through liaison with: Christina Price Jones (Teacher for Visually Impaired, May 2018), Rebecca Sanderson (Teacher of the Deaf, February 2019), Marie Alexander & Lisa Adams, (Occupational Therapists, October 2019), Caroline Lunt (Physiotherapist, October 2019), Una McIntyre (Speech & Language Therapist, September 2019)

Actions to be Completed	Who is involved & what is required?	Scheduled Date of Completion	Success Criteria	Evidence / Monitoring
Condition Survey	Condition Survey to be completed at Acton in order to ascertain re-configuring entrance / office site arrangements	Survey October 2019	If granted, re-configured offices would enable: -clearer and shorter route into the building -route relevant in terms of ramps, surface, widths, rails and steps -lighting is appropriate for visual impairments (refer to Survey and Grant)	Condition Survey report Completion of relevant grants / reports to ascertain possible changes to building configuration
To reduce trip hazards across sites (external)	Site Maintenance Officer to paint hazards in contrasting colours to make them more visible	Spring term 2019 (April) Spring 2020 (further, as update)	Trip hazards (eg steps) are more visual, easier to identify	Termly walk around between Caretaker and SENCO / Heads of School Liaison with Occupational Therapist / access visits Updates through walkaround monitoring / liaison with Occupational Therapists for individual need due to changes in specific need or the environment since last academic year
Door on pupil toilets at Calveley is hard to open (OT visit Jan 19)	Investigation into possible amendments to this to be investigated by Site Maintenance Officer	Summer 2019 (completed) Review Autumn 2019	The toilet door will be easier for small children to open	Further OT visits, Autumn term 2019 Re-hung Summer 2019, now to monitor Autumn 2019 for ease of opening
For specific pupil need, one toilet requires step / hand rail inclusion	Lisa Adams OT (access visit Jan 19) report to provide range of alternatives for toilet step / rail	OT Report with findings Feb 2019 Modifications / purchases by April 2019 Autumn term 2019 (2 nd half)	One toilet is suitably adapted to meet specific pupil need	Further OT visits, Autumn term 2019 Toilet platform is now in use but need monitoring via OT and physio in half termly visits in relation to changing individual pupil access needs
Due to specific pupil need for April 2019,	Lisa Adams (OT) to provide a report to school which details	OT report to be received Feb 2019	Pupils with specific physical needs and requirements are able	Actions of report are completed

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additional hand rails are required across the site at Calveley	<p>recommendations</p> <p>As per access visit, this includes individual hand rails around the Reception classroom and outdoor areas</p> <p>Site Maintenance Officer to act according to report specification</p>	<p>Actions to be completed by April 2019 (handrails in place)</p> <p>Termly review</p>	to independently access the school environment	White handrails in place by site maintenance officer April 2019; these now need monitoring termly in relation to height of child and their location / access across the site
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2. Increasing the extent to which pupils with disabilities and additional needs can participate in the school curriculum.

Actions to be Completed	Who is involved & what is required?	Scheduled Date of Completion	Success Criteria	Evidence / Monitoring
To ensure that where specialist advice for pupils with SEND is provided that this is well actioned by all staff collectively across the setting e.g. specialist equipment to support physical difficulties (sit 'n' move cushions, writing slopes, specialist pens and cutlery, supportive technology	<p>Continual liaison between SENCO and external professionals, agents and organisations to ensure that specialist advice is sought, shared, utilised and kept up to date.</p> <p>Continual informal liaison between SENCO and the wider staff team</p>	Ongoing	<p>SEN Support Plans include relevant and up to date specialist advice to ensure pupils with additional need are appropriately supported</p> <p>Observations (formal and informal) demonstrate that support as per plans is in place</p> <p>Pupils and parents feel that where they have specific need that these are well supported</p>	<p>SEN Support Plans</p> <p>EHCPs</p> <p>Formal lesson observations and informal walk arounds</p> <p>Pupil and parent voice</p> <p>Parent SEND Meetings</p> <p>Communication between SENCO and staff</p> <p>Performance Management of teachers and teaching assistants</p>
To ensure that where specific need arises, that staff are appropriately trained to feel confident in meeting pupil needs and requirements	<p>CPD by relevant professionals.</p> <p>2019-2020: 1:1 support via Educational Psychology, CEAT, Teacher of the Deaf, Epilepsy Nurse, SLT, OT and physio detailed in current programmes of support & ROVs</p> <p>To further develop a training plan specifically around pupils with SEND (OT and SALT to complete whole Trust training Spring term 2020)</p>	<p>1:1 agency involvement detailed within SEN Plans</p> <p>Epilepsy Training – September 2019 Acton / April 2019 Calveley</p> <p>Training Plan – Trust</p> <p>OT and SALT training whole Trust Spring term 2020</p>	<p>Training from professionals is completed where specific needs arise</p> <p>Staff feel confident in dealing with complex needs</p> <p>Time is provided for outside agencies to liaise fully with relevant staff</p>	<p>Training completed</p> <p>Lists kept of staff attending training</p> <p>SEN plans depict clear advice from outside professionals</p>

3. Improving the delivery of information to persons with disabilities and additional needs

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Actions to be Completed	Who is involved & what is required?	Scheduled Date of Completion	Success Criteria	Evidence / Monitoring
To work alongside relevant professionals in ensuring written material are most accessible	SENCO to liaise with relevant professionals (eg Teacher of Deaf / Teacher of Visually Impaired) in terms of both individual pupil need, and also wider school information	Summer 2019 / ongoing for individual need	Written materials both in terms of curriculum and the wider school environment is most accessible for pupils with additional needs Parents, carers and other agencies involved in school find information accessible	Pupil voice Parent and visitor voice Records of Visit from specialists
Coproduction of Our Local Offer	Acton and Calveley School Offer is currently shared on the Cheshire East Framework. SENCO to create working party with parents to coproduce this into a more user friendly format	Spring term 2020	Core group parents feel coproduction has occurred in terms of the formation of the School SEND Offer Prospective parents, and the wider community, can clearly follow Our Offer	Parent and visitor voice

Date of Policy Implementation ...*February 2020*.....

Date for Review of Policy *September 2020*

Signed by Chair of Directors /Chair of relevant Committee

..... Date