

Accessibility Plan

This document is informed by: Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

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1. INTRODUCTION

1.1

This plan is to address the statutory requirements of the Equality Act 2010 and to further the aims of the vision statement by 'continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by Bar Hill School.

DEFINITION OF DISABILITY

1.2

'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'.

2. PLAN OBJECTIVE

To create an environment which enables disabled students to participate fully in the School community by identifying and eliminating barriers that prevent this.

3. SCOPE

The framework provides a consistent outline for all Meridian Trust Schools to follow to create their own Accessibility Plan.

4. EQUALITY ACT 2010

4.1 The Act makes it unlawful for the responsible body of an Academy to discriminate against, harass, or victimise a student or potential student in:

- relation to admissions
- the way it provides education for its students
- the way it provides students access to any benefit, facility or service
- excluding a student, or subjecting them to any other detriment.

4.2 The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief

- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

5. IMPLEMENTATION OF THE PLAN

5.1 When performing their duties all staff and academy councillors will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

5.2 Compliance with the requirements of the Equality Act (2010) is central to all Academy policies and procedures.

5.3 Every student has an entitlement to the best education they can receive regardless of any disability they might have.

5.4 Any student attending a Meridian Trust School will have access to all available opportunities including extra-curricular activities, events and school trips.

5.5 The school provides all students with a broad and balanced curriculum in order to meet individual learning requirements.

5.6 The school recognises and values parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to maximum opportunities within the Academy.

5.7 The school recognises parents', carers' and the child's right to confidentiality.

6. ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	To continue to improve the physical environment to enable better access for pupils, staff and visitors with disability.	<p>Review of furnishings, classroom layouts and timetables to ensure full access for all.</p> <p>Submission of bids to secure DDA funding, as necessary.</p>	Annually	Health and Safety Estates and Facilities Site Manager SENDCo	<p>All pupils can access a full timetable and appropriate teaching spaces.</p> <p>The school environment is accessible to pupils, staff and visitors with disabilities and meets their needs.</p>
2	The school is aware of the access needs of disabled children, staff and parent/carers	<p>Each student that is physically disabled has a (PEEP) Personal Emergency Evacuation Plan that is updated yearly or if a change occurs in their condition/disability.</p> <p>To liaise with Early Years settings regarding the requirements of the next two year's intake.</p> <p>Undertake confidential survey of all staff and Academy Councillors to ascertain access needs.</p> <p>Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.</p>	<p>Annually</p> <p>Annually</p> <p>As recruited</p> <p>As required</p>	<p>SENDCo</p> <p>HT SENDCo</p> <p>Head teacher</p> <p>Head teacher</p>	<p>All PEEPs in place for disabled students and all staff aware of all students' access needs</p> <p>Ensure the access needs of all adults regularly on site are met</p> <p>All stakeholders able to access fully all school activities.</p>
3	All Academy staff are trained on access issues	<p>Provide up to date information and training on disability equality for all staff.</p> <p>All contractors conducting repairs and maintenance must abide to TEN Group Health and Safety and access standards.</p>	<p>Annually</p> <p>Ongoing</p>	<p>Head teacher</p> <p>Site Manager Health and Safety Officer</p>	<p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>Ongoing improvements in access to all areas of the site.</p>

4	Improve signage and visibility for visually impaired people around the site.	Site survey to establish coverage of external lighting Replace external lighting that is insufficient Replace bulbs immediately when blown. Ensure signage is clear and appropriate	Ongoing Ongoing	Site Manager Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.
5	Improve				

	Targets	Strategies	Timescale	Responsibility	Outcomes
5	Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves.	Site manager to complete weekly checks to ensure the site is free of obstructions.	Weekly Check	Site Manager	Students have free and easy access of all paths and communal areas.
6	Ensure that all students and visitors with a disability can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all disabled students. Review evacuation Procedures to ensure all staff are aware of their responsibilities. All Fire Marshals have up to date training.	Annually Annually Biannually	SENCO Head teacher Site Manager	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary).
8	Appropriate and sufficient parking for students and visitors with disability	Review car park layout. Allocate more disabled parking spaces with line marking.	Annually	Head teacher Site Manager	Sufficient parking for disability vehicles with appropriate access to all students and visitors.
9	Ensure all Fire Escape routes are suitable for all students	Request advice from the Ten Group on accessibility of exit routes and fire doors, particularly for wheelchairs PEEPS stipulate who is responsible for the evacuation of disabled students from each classroom	Ongoing	Site Manager	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ongoing work improvements Ensure all Academy staff are aware of their responsibilities.
10	Access to disabled toilets within 40 metres of any classroom	Survey Needed	Annually	Site Manager	Disabled toilet access available throughout Academy
11	Ensure that the edges of all steps in the Academy are visible	Paint and maintain the paint on edges of each step.	Annually	Site Manager	All steps are visible to all members of the Academy. Implementing an ongoing plan of action to check 6 monthly
12	Continue to provide and develop the impact of sensory circuits to support the development of fine and gross	Clarify outcomes needed form sensory circuit sessions to refine purpose and needs and provision.	July 2020	SENCO	Children doing appropriate activities to improve their access to the curriculum

	motor skills	Adjust to an alternate activity if needed			
13	Provide a safe environment for children with SEND to engage with appropriate activities a lunchtimes	Create a timetable of suitable activities to meet children's needs over lunchtime Train staff to deliver and supervise activities effectively Have purposeful structured activities set up in he hub which are well supervised and support children's SMSC and wider needs	July 2020	Inclusion assistant	Purposeful and clam lunchtimes where everyone is included
14	Develop areas of the grounds to support engagement and bespoke activities to meet children's SEND needs	Create reflective and sensory areas Create gardening and growing programme area Create construction and active learning area Implement forest schools initiative in or out of school	July 2021	Headteacher	Grounds used more effectively with bespoke areas and activities taking place
15	Ensure that the environment in EYFS and KS1 is more suitable than currently to promote learning integration and supervision of children with SEND cognitive and SEMH needs	Plans to provide high visibility and practical arrangement of areas	September 2020	Executive head/headteacher	Improved facilities available for disabled children to manage learning needs
16	Improve pupil voice for SEND children	Include representation on the school council	July 2020	Headteacher	SEND children represented and their needs included in School Council actions

ACCESS TO THE CURRICULUM

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Teaching Assistants (TAs) have continued specific training on appropriate disability issues	Use staff audit to identify TA needs relating to disability issues. Arrange appropriate training for TAs.	Annually	SENCO	Raised level of awareness of students with disability ensuring curriculum suits students' requirements.
2	Ensure all staff are aware of disabled students' curriculum access	All disabled students have a PEEP (to be reviewed annually). Training for all staff on specific curriculum requirements for disabled students.	Annually	SENCO	All staff aware of individual student's access needs. All staff informed of requirement on a regular basis.
3	Increase confidence of teaching (and support) staff in differentiating the curriculum	Training on differentiation to be given to all staff. Audit staff training needs on curriculum access.	Annual CPD	SENCO Head teacher	Raised confidence of staff in use of differentiated techniques, enabling increased student participation. Improved staff understanding of potential barriers to learning.
4	Ensure all staff are aware of and able to use relevant software and resources	Audit SENDCO resources and analyse for relevance Run training sessions of use of relevant software.	Ongoing	SENCO IT Lead	Wider use of SENDCO resources in mainstream classes and throughout the Academy.
5	Enable disabled students to have full access to extra-curricular activities and Academy trips	Discussion with lead staff of extracurricular activities, trips and residential visits. Identify potential areas of difficulty Organise additional activities for disabled students. Develop guidance for staff on making trips and activities fully accessible.	Ongoing	SENDCO EV lead Extended Leadership Team	All students in Academy able to access all activities, receiving full educational entitlement.
6	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews. Make all staff aware of disability equality through staff training.	Ongoing	Head teacher SENDCO	All students are aware of the challenges and equality related to disability.

7	Continue to review PE curriculum to ensure disabled students continue to have access to physical education	Ensure there is PE provision within the Academy. Use of Support Worker to deliver physiotherapy as part of the PE curriculum	Ongoing	Lead Professional PE SENDCO	All students able to access physical activities.
8	Build more effective use of outside agencies to support children who find it hard to access the curriculum because of SEND	SENDCO to liaise with outside agencies regarding specific children's needs TAs to have relevant training to enable informed support of pupils needs	January 2020 - July 2020 then ongoing	SENDCO	Outside agencies support children with any disability Outside agencies support staff working with disabled children Disabled children fully access the curriculum at an appropriate level ADPRs show completion of actions and children increasingly accessing the curriculum
9	Improve the provision of ICT to support children with SEND to access to the curriculum	Ensure that opportunities to utilise ICT to support children in accessing the curriculum are identified Resource provision and adjust timetabling Provide training where needed to TAs and teachers	January 2020 - July 2021	Lead Professional ICT SENDCO	Teachers aware of how ICT can be used to meet SEND children's needs Evidence of ICT being used to address specific areas of need for SEND children
10	To improve progress and participation for children with cognition and learning difficulties	Improve SEND provision by bringing into line with CMAT processes and paperwork Ensure all staff trained in WAVE process and Annual SEND training from CMAT New SENCo to undertake SENCO training and attend CMAT SEND network	January 2020 – July 2021 September 2020	SENDCO	Tracking and APDR shows progress linked to provision and identified need
11	To improve the attainment and engagement of children with social emotional and mental health difficulties	Adopt and use materials from MR including Review support form inclusion leader an adapt provision as required Signpost parents to support by creating an online or paper support brochure Develop an emotional regulations area (hub provision or similar) and refine social groups	January 2020 – July 2021 Sept 2020 Sept 2020	SENDCO	Incidents of SEMH behaviour incidents reduce and or are managed effectively to minimise access to learning of all children

7. IMPROVING ACCESS TO INFORMATION

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Review information shared with parents and carers to ensure it is accessible	<p>Ask parents and carers about access needs when student is admitted to Academy and review regularly.</p> <p>Ensure all letters home are accessible in line with SENDIASS guidelines.</p> <p>Produce information in a format which they can access.</p>	Ongoing	Head teacher SENDCo	All parents and carers receiving Academy information in a format they can access.
2	To provide written information to students in an appropriate format.	Continue to develop methods of presenting information for visually impaired students when they are admitted to the Academy, in discussion with parents and carers.	Ongoing - reviews annually	SENDCO Extended Leadership Team	All students can access written information appropriately.
3	Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Annually	SENDCO Extended Leadership Team	All staff aware of student, parents and carers preferred methods of communication.
4	Include discussion of access to information in all annual reviews of SEND needs	<p>Ensure preferred method of communication is used.</p> <p>Develop strategies through EHCP.</p> <p>Deliver strategies to all staff through training.</p>	Annually	SENDCO	<p>To ensure all students can access the curriculum.</p> <p>To ensure all staff are aware of the relevant strategies and how to implement them.</p>
5	Produce accessibility information to increase support for parents and carers of disabled students	Establish with parents and carers a SEND information point of contact	Review Annually	SENDCO	To ensure all parents and carers are aware of how the Academy will ensure full accessibility within the Academy.

9. PARENTAL GUIDANCE

9.1 Academies must not discriminate against disabled students for a reason relating to their disability. They should promote the inclusion of disabled students in their admission arrangements and in all aspects of Academy life.

Accessibility Plans and 'Reasonable Adjustments'

Academies will vary widely in how accessible they are to individual disabled students. Parents and carers should check what improvements have been made and what is being planned when considering which Academy they would like their child to attend.

Every Academy must have an Accessibility Plan which shows how they intend to improve accessibility for disabled students. The plan must be published and you can ask to see it. It will outline how the Academy will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Academies can also increase access for individual students by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the Academy does not have a lift.

They may also be able to offer assistance during assessments or exams, so that students are assessed fairly during their course.

You should always talk to the Academy to discuss what it can reasonably do to include your child.

Improvements to the Physical Environment

Changes to the physical environment that an Academy could make to increase access might include:

- lighting and paint schemes to help visually impaired children
- lifts and ramps to help physically impaired children
- carpeting and acoustic tiling of classrooms to help hearing impaired students

Improving the Way Information is Delivered to Disabled Students

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print

- on audiotape
- using a symbol system

Increased Access to the Curriculum

Adjustments that would help disabled students have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other students

Assistive Technology

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- touch-screen computers, joysticks and tracker balls
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- Braille-translation software
- software that connects words with pictures or symbols

Some Academies may already have this kind of technology available, or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has a statement of special educational needs (EHCP), the help on their statement must be provided. This may include special equipment.

Academy Transport

The same basic rules apply to all children. But LEAs can make a decision to provide transport on a case by case basis for a disabled child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered Academy transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

Most local councils also provide escorts on Academy transport if needed.

You may be able to get help with your own costs for taking your child to Academy. Your LEA will be able to tell you if this is possible.

Some LEAs have different transport policies concerning students going to special Academies.

If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend the Academy because of health problems, your Local Authority is responsible to help them to continue their education. This could be achieved through home schooling, for example.