

Accessibility Plan

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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 Academy and Campus site and other resources so that all SEND pupils can take full advantage of the education and associated opportunities provided by the School and campus.

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 pupils with SEND to participate fully in the Academy and Campus community by identifying and eliminating barriers that prevent this.

3. SCOPE

The framework provides a consistent outline for all MAT Academies 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 pupils
- the way it provides students access to any benefit, facility or service
- excluding a pupil 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 pupil has an entitlement to the best education they can receive regardless of any SEND they might have.

5.4 Any pupil attending a CMAT Academy/School will have access to all available opportunities including extra-curricular activities, events and Academy trips.

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

5.6 The Academy 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 Academy recognises parents', carers' and the child's right to confidentiality.

6. ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	To maintain the physical environment to enable good access for pupils.	Annual review of furnishings, classroom layouts and timetables to ensure full access for all.	Annually	SENDCO Health and Safety Estates and Facilities	All pupils can access a full timetable and appropriate teaching spaces.
2	Review, maintain and service all DDA installations.	Daily checks of automated doors and ramps around site. Hoists to be checked daily and serviced annually.	Daily site checks Annual	Site manager External contract	All DDA installations are working effectively and enabling access. Equipment if certified
3	The Academy is aware of the access needs of disabled children, staff and parent/carers	Each pupil that is physically disabled has a (PEEP) Personal Emergency Evacuation Plan that is updated yearly or if a change occurs in their condition/disability. Undertake confidential survey of all staff and Academy Councillors to ascertain access needs. Amend any existing questionnaires (pupils, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.	Annually As recruited As required	SENDCO HR SENDCO	All PEEPs in place for SEND pupils and all staff aware of all pupils' access needs Ensure the access needs of all adults regularly on site are met All stakeholders able to access fully all Academy activities.
4	All Academy staff are trained on access issues	Provide up to date information and training on disability equality for all staff. All contractors conducting repairs and maintenance must abide to TEN Group Health and Safety and access standards.	Annually Ongoing	Assistant Headteacher Site Manager Health and Safety Officer	Raised confidence of staff and governors in commitment to meet access needs. Ongoing improvements in access to all areas of the site.

5	Improve signage and visibility for visually impaired people around the site.	Site survey to establish coverage of external lighting Replace bulbs immediately when blown. Ensure signage is clear and appropriate	Ongoing Ongoing Review	Caretaker/Site Manager Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	Targets	Strategies	Timescale	Responsibility	Outcomes
6	Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves.	Site team to complete weekly checks to ensure the site is free of obstructions.	Weekly Check	Vertas (external contract)	Pupils have free and easy access of all paths and communal areas.
7	Ensure that all students and visitors with a SEND can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all SEND pupils. Review evacuation Procedures to ensure all staff are aware of their responsibilities. All Fire Marshals have up to date training.	Annually Annually Biannually	SENDCO Fire Marshals Site Manager Principal	All SEND pupils 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 pupils and visitors with SEND	Review car park layout whilst in temporary phase. Allocate more disabled parking spaces with line marking.	Termly review as site requirements change	Principal Site Manager	Sufficient parking for disability vehicles with appropriate access to all pupils and visitors.
9	Ensure all Fire Escape routes are suitable for all pupils	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 SEND pupils from each classroom	Ongoing	Site Manager	All staff, pupils and visitors 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 available to all pupils as required. Ongoing review of disabled toileting provision if pupil/staff needs changing.			Site Manager	Disabled toilet access available throughout the 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
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ACCESS TO THE CURRICULUM

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Pupil Teaching Assistants (TAs) have continued specific training on appropriate SEND issues	Use staff audit to identify TA needs relating to SEND issues. Arrange appropriate training for TAs.	Annually	SENDCO	Raised level of awareness of pupils with SEND ensuring curriculum suits pupils' requirements.
2	Ensure all staff are aware of SEND pupils' individualised curriculum.	All SEND pupils have a PEEP (to be reviewed annually). Training for all staff on specific curriculum requirements for SEND pupils.	Annually	SENDCO	All staff aware of individual pupil's access needs. All staff informed of requirement on a regular basis.
3	Increase confidence of teaching (and support) staff in differentiating the curriculum and implementing individualised teaching programmes	Training on differentiation to be given to all staff. Audit staff training needs on curriculum access.	Annual CPD	SENDCO Vice Principal	Raised confidence of staff in use of differentiated techniques, enabling increased pupil 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	SENDCO	Wider use of SENDCO resources throughout the Academy and Campus.

5	Enable SEND pupils to have full access to extra-curricular activities and College trips	<p>Discussion with lead staff of extracurricular activities, trips and residential visits.</p> <p>Identify potential areas of difficulty</p> <p>Organise additional activities for SEND pupils.</p> <p>Develop guidance for staff on making trips and activities fully accessible.</p> <p>Embed guidance for staff on making trips and activities fully accessible.</p>	Ongoing	SENDCO Assistant Head	All pupils in the Academy able to access all activities, receiving full educational entitlement.
6	Review all curriculum areas to include SEND issues	<p>Include specific reference to SEND equality in all curriculum reviews.</p> <p>Make all staff aware of SEND equality through staff training.</p>	Ongoing	SENDCO/SLT	All pupils are aware of the challenges and equality related to SEND.
7	Continue to review PE curriculum to ensure SEND pupils continue to have access to physical education	<p>Ensure there is PE provision within the Academy and Campus.</p> <p>Use of TA to deliver physiotherapy as part of the PE curriculum</p>	Ongoing	Lead Professional PE SENDCO Support worker	All pupils able to access physical activities.

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 pupil is admitted to the 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	Deputy Head	All parents and carers receiving Academy information in a format they can access.
2	To provide written information to pupils 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 Progress Leaders	All pupils 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 Progress Leaders	All staff aware of pupil, 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 pupils 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 SEND pupils	Establish with parents and carers a SEND information point of contact	Review Annually	SENDCO Assistant to the 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 SEND pupils for a reason relating to their SEND. They should promote the inclusion of SEND pupils 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 SEND pupils. Parents and carers should check what improvements have been made and what’s being planned when considering which School/Academy they would like their child to attend.

Every School/Academy must have an Accessibility Plan which shows how they intend to improve accessibility for SEND pupils. 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 pupils 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/School does not have a lift.

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

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

Improvements to the Physical Environment

Changes to the physical environment that an Academy/School 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 pupils

Improving the Way Information is Delivered to SEND pupils

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 SEND pupils have better access to the curriculum might include:

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

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/School 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 SEND child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or SEND and their age. If your child is offered Academy/School 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/School transport if needed.

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

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

If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend the Academy/School 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.