

# 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 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.

## **Key Aims**

To increase and 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
  - recognises the effect their disability has on his/her ability to carry out activities, ○ 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*

- Ensure that participation in lunch time and after school clubs is encouraged.
- Ensure all students have access to the maximum curriculum experience possible
- Include ARB pupils in mainstream classes whenever possible
- Consult parents about any necessary changes we need to make
- Ensure provision of individual and small group support when appropriate (review regularly)
- Make adjustments in order to enable access to the curriculum
- Seek advice from services where necessary.

### **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.*

- All staff maintain their awareness about ensuring the accessibility of the physical environment, alterations to environment or procedures are made when required.
- Any new work on buildings and outdoor areas is fully in line with the DED
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies
- Provision is in place to ensure our setting is accessible to all, see also the Accessibility Audit (available on request).
- All equipment is subject to regular servicing.

### **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.*

- Ensure that written information that is normally provided by the school to its pupils is available to disabled pupils e.g. handouts, timetables, textbooks and information about school events.
- Enlarged texts (including modified test materials) are available to those who need them.

### **Financial Planning and control**

The head teacher, SLT and the Trust will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
SEN information report linked to the Local Offer.	Ensure links are the most up to date.	SENDCO	Short term	Dec 2021	<b>Completed and checked regularly.</b>

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Refresh the yellow line nosings on the entrance steps to ensure they are highly visible to pupils/visitors with vision impairment.	Site supervisor to refresh yellow lines on entrance steps.	Site supervisor	Medium term	Spring Term 2022	

Refurbish the disabled toilet at the centre of the school.	Head teacher to discuss solutions with contractors.	Head teacher CELT Premises Officer Site supervisor	Medium Term	Spring Term onwards	
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Where needed, ensure that all classrooms are accessible to vision and hearing impaired	SENDCO to observe/ monitor environment. Meet with teachers and TAs of children with hearing impairments. Discuss strategies/solutions. Use toolkit for services. Where necessary seek advice from Vision and Hearing Impairment Teams.	SENDCO	Short term and then as necessary.	Ongoing	Ongoing
Ensure Personal Evacuation Plan (PEEP) in place where necessary and reviewed regularly.	Identify any new students requiring PEEPS. Review any current PEEPS in line with Covid 19 guidance/ changes to exits as new evacuation drills in place.	SENDCO, Site manager Class Teachers	Short term and then continually review as needs change.	Ongoing	Ongoing

**Ensuring inclusion in the school community**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure students have access to the maximum curriculum experience possible.	Continue to identify any limiting factors to any planned activity and where practicable, provide an alternative activity of similar nature.	SENDCO SLT Class teacher	Long Term.	Ongoing	Ongoing
Progress made by pupils at SEN Support and with EHC plan is not as good as that made by students with SEN nationally.	<ul style="list-style-type: none"> <li>• Monitoring of lessons and intervention in place.</li> <li>• Conferencing children on the Record of Need.</li> <li>• Implement B Squared to support in assessing small steps of progress and Pre Key Stage/Engagement Steps.</li> <li>• Inclusion Review Meetings to be held with class teachers termly.(Starting January 2022)</li> </ul>	SENDCO SLT Class teacher	Long term	Ongoing	

<p>Cover staff, including supply teachers are clear about the additional needs of pupils/students and how to meet those needs.</p> <ul style="list-style-type: none"> <li>• Clear class profiles to be created for all classes to be given to supply teachers on arrival.</li> <li>• Detailed passports for children created on Edukey Provision Map</li> </ul>	<p>SENDCO Class teachers Office manager</p>	<p>Long term, ongoing.</p>	<p>Ongoing</p>	
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<p><b>Access to the curriculum - statutory</b></p>					
<p><b>Accessibility Outcome</b></p>	<p><b>Action to ensure Outcome</b></p>	<p><b>Who responsible</b></p>	<p><b>Long, medium or short-term</b></p>	<p><b>Time Frame</b></p>	<p><b>Notes</b></p>

<p>Ensure that all pupils have access to quality blended learning activities in the event of isolating due to Covid 19.</p>	<ul style="list-style-type: none"> <li>• Liaise with parents/carers regarding their access to online devices.</li> <li>• Paper packs sent to pupils – this follows feedback from parents after lockdown.</li> <li>• Pupils in the ARB to have sensory packs sent home.</li> <li>• SENDCO/ ARB managers to liaise and support parents/carers with EHC Plans to ensure access to services.</li> </ul>	<p>SENDCO Office Manager ARB manger</p>	<p>Long Term</p>	<p>Ongoing – to be reviewed alongside government guidance.</p>	
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**Access to information advice and guidance - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<p><b>For information to be available in different formats and languages</b></p>	<ul style="list-style-type: none"> <li>• Parents and carers to be aware that hard copies of information are available if they do not have access to the internet.</li> <li>• Interpreters available for new parents or key meetings where parents indicate this is necessary.</li> </ul>	<p>Office manager SENDCO</p>	<p>Ongoing.</p>		

