

Accessibility Plan 2020-2021

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. (When these are running - not currently due to Covid 19 procedures)
- Ensure all students have access to the maximum curriculum experience possible
- Ensure an external audit of ARB provision annually
- 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

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN information report linked to the Local Offer.	<ul style="list-style-type: none"> Ensure links are the most up to date. 	SENDCO	Short Term	Dec 2020	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Refresh the yellow line nosings on the entrance steps to ensure they are highly visible to pupils/visitors with vision impairment.	<ul style="list-style-type: none"> Site supervisor to refresh yellow lines on entrance steps. 	Site supervisor	Medium term	Spring Term 2021	
In the car park ensure that the drop in the kerb is kept clear. A hatched area to be painted.	<ul style="list-style-type: none"> Seek contractors for quotes to complete 	Site supervisor	Medium term	Spring Term 2021	

Map of the school available in a welcome pack for all new staff, including supply staff to the school	<ul style="list-style-type: none"> • A map to be added to the Induction Pack and supply staff information. 	School office manager to add to packs	Short Term - update as necessary.	Dec 2020	
Where needed, ensure that all classrooms are accessible to vision and hearing impaired	<ul style="list-style-type: none"> • 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.	Spring 2021	
Ensure Personal Evacuation Plan (PEEP) in place where necessary and reviewed regularly.	<ul style="list-style-type: none"> • 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 ARB Manager Class teachers	Short term and then continually review as needs change.	October 2020	Fire drills/evacuation plans may change due to Covid 19 guidance and PEEPS may need reviewing. This will be ongoing.
Ensure access to site is available to all pupils, considering new arrangements due to Covid 19.	<ul style="list-style-type: none"> • Ensure all entrances are accessible to pupils in the bubbles using the entrance. • If they are not accessible, alternative arrangements to be made for main gate entrance. Adults will be available to 'meet and greet.' 	SENDCO SLT	Long term	September 2020	Review as necessary

Ensure the entrance and ramps are adequately lit.	Lighting to be fixed for the lights to the main entrance.	Site supervisor.	Medium term	Spring/ Summer 2021	
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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure students have access to the maximum curriculum experience possible.	<ul style="list-style-type: none"> Quality First Teaching supported by Great Teaching Toolkit. 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.	July 2021	
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"> Monitoring of lessons and intervention in place. Conferencing children on the Record of Need. Implement B Squared to support in assessing small steps of progress and Pre Key Stage/Engagement Steps. 	SENDCO SLT Class teacher	Long term	July 2021	
Cover staff, including supply teachers are clear about the	<ul style="list-style-type: none"> Clear class profiles to be created for all classes to be given to supply teachers on arrival. 	SENDCO Class teachers Office manager	Short term, then ongoing.	Jan 2021	

additional needs of pupils/students and how to meet those needs.	<ul style="list-style-type: none"> • More detailed passports for children created on Edukey Provision Map 				
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that all pupils have access to quality blended learning activities in the event of bubble closure/ isolating due to Covid 19.	<ul style="list-style-type: none"> • Liaise with parents/carers regarding their access to online devices. • Paper packs sent to pupils – this follows feedback from parents after lockdown. • Pupils in the ARB to have sensory packs sent home. • SENDCO/ ARB managers to liaise and support parents/carers with EHC Plans to ensure access to services. 	SENDCO Office Manager ARB manger	Long Term	From Sept 2020	Continually reviewed as parents/pupils' needs may change in Covid 19.

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

Reviewed Autumn: 2020