



Accessibility Plan

This policy was approved by the Local Governing Body on:-	June 2021
The policy owner is:	SENCO
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	June 2022
Policy Version:	V1.0
Signed by the Chair of the Local Governing Body:-	<i>Edwin Pearson</i>
Signed by the Chair of Trustee Board	<i>John Smith</i>

1: Vision Statement

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Local Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

A person is regarded as having a disability under the DDA where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out day-to-day activities.

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increase the extent to which disabled pupils can participate in the school curriculum;
2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

These will be delivered in a reasonable time frame and in ways which are determined after taking into account the needs of the pupils on roll and the views of the parents and pupil.

The Local Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedure so that people with disabilities receive equal opportunities;
- Provide appropriate support for all employees to ensure that they are able to carry out their work effectively;
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan will be resourced, implemented, reviewed and revised annually to take into account the changing needs of the pupils and members of staff, and where the school building has undergone change through refurbishment. Parents, staff, governors and external partners will be consulted through the review process.

2: Monitoring and Review

The Local Governing Body will review this policy annually and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Head of School will report on the effectiveness of the policy to the Local Governing Body as and when guidelines or best practices have materially changed or at a frequency requested by the LGB.

3: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

AIM	OBJECTIVE	ACTIONS	PERSON RESPONSIBLE	COMPLETION DATE	OUTCOME
Increase access to the curriculum for pupils with a disability	Provide in class support so that all pupils can access the curriculum.	Allocate Teaching Assistants appropriately to support learning in the classroom.	SLT SENCO Class teachers	Termly review	All pupils receive the correct support to meet their needs making sure that they make progress.
	Track and monitor the attainment and progress of pupils with a disability.	Pupil Progress meetings contain a focussed section for disabled pupils.	Class teachers SENCo SLT	Termly review	All pupils make expected or better progress.
	All pupils, of all abilities, access opportunities for learning outside the classroom.	Particular account is taken of all disabled pupils when planning visits and residentials, completing detailed risk assessments.	Visit leaders	When necessary	All pupils are able to take part and experience visits and trips regardless of their disability.
	Differentiation/ reasonable adjustments in teaching & learning enables all pupils to work at their level independently.	All English and Maths lessons will include at least 3 levels of differentiation.	Class teachers	Daily	All pupils will be able to work independently and access work appropriate to their ability.
	Interventions will provide pupils with targeted support.	Interventions provided will target support and ensure that EHCP and LP targets are met.	SENCo SLT Teaching assistants	Termly review	All pupils have their needs met through small group, tailored activities that assist with attainment and progress.

Improve and maintain access to the physical environment	Classroom organisation takes into account the needs of all pupils and staff.	The layout of desks in every classroom caters for the needs of all those who use it.	Class teachers	Termly review	All pupils and staff are able to sit and move around the classroom safely.
	Accessibility of public areas of the school takes into account the needs of all stakeholders.	Corridors are kept clean and clear of obstructions.	Caretaker	Weekly	Pupils, staff and visitors (including parents) are able to move around school free from obstruction.
		Wheelchair ramps maintained and added to when necessary.	Caretaker	Annual review	Wheelchair users are able to access all areas of the school.
		Disabled parking bays are clearly labelled and passes issued as appropriate.	Office Staff	Annual review	
		Steps are clearly marked with yellow edging.	Caretaker	Annual review (prior to Winter)	Visual awareness of steps raised, particularly relevant during Winter when daylight hours are shorter
		Movement sensitive lighting added and maintained around site including route to and from the studio.	Caretaker	Annual review	Better visuals around school site.
	The organisation of resources takes into account the needs of both pupils and staff.	Storage and labelling reflect the needs of those working in each classroom.	Class teachers Librarian SLT Teaching assistants	Annual review	Pupils and staff can access resources independently.
Improve the delivery of written information to pupils	All stakeholders can access information about the school, the curriculum and homework.	Office staff to have the knowledge to be able to access services to help with providing information in alternative formats.	Office staff SLT Website Lead	When requested	Information will be made available in a variety of formats when requested.

	Visual resources, either on the IWB or on paper, take into account all visual impairments.	Visual resources are prepared to meet the needs of all pupils. Special consideration should be made for those pupils with dyslexia and Meares Irlen syndrome. Guidance from VSSS to be sought and followed as appropriate.	Class teachers Teaching Assistants SENCo	When required	All pupils have the correct visual resources for their needs in order to fully access the curriculum and make expected progress.
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Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.