Accessibility Plan 2020-2023

Confirmation that the Accessibility Plan has been discussed and approved by the Staff and Directors	
Approved by: [name / committee]	Date: [date]
Last Reviewed in: February 2020	
Next Review by: [committee]	Date: [date]

Contents

1. The Purpose of the Plan

The purpose of this plan is to show how Acton CE Primary Academy intends, over time, to increase accessibility of our school for disabled pupils. Acton CE Primary Academy is committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Acton CE Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Equality Information & Objectives Policy (available via the school website or link as: https://www.acton-rllat.co.uk/information/policy-downloads.html) cites our Guiding Principles as:

1. All learners are of equal value

2. We recognise and respect difference

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

4. We observe good equalities practices in staff recruitment, retention and development

5. We aim to reduce and remove inequalities and barriers that already exist

6. We consult and involve widely

7. Society as a whole should benefit

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Relevant Policies and Documents

This accessibility plan is linked to the following policies and documents:

- Risk Assessment documentation
- Health and Safety Policy
- Equality Information and Objectives Policy (public sector equality duty)
- Special Educational Needs & Disabilities Policy
- Special Educational Needs (SEND) Information Report
- Behaviour and Discipline Policy
- School Development Plan
- Supporting Pupils with Medical Needs Policy

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

4. Plan Availability

- The plan will be made available online on the academy website, via both the Policies https://www.acton-rllat.co.uk/information/policy-downloads.html and the SEND https://www.acton-rllat.co.uk/information/special-educational-needs.html web pages.
- Paper copies are available upon request from the school office.

5. Training

Our Trust is committed to ensuring that staff in our academies are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

6. Consultation

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils – pupil chatter sessions and time to talk
- Parents – online consultation and Parent Council meetings
- Staff consultation
- Directors

7. Monitoring, Review and Evaluation

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the full Board of Directors.

Below is a set of actions showing how Acton CE Primary Academy will address the priorities identified in the plan.

The plan is valid for three years: 2020-2023.

8. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Where necessary, the plan was informed by multi-agency working and advice, e.g. that of: Teacher for Visually Impaired, Teacher of the Deaf, Occupational Therapists, Physiotherapists, Speech and Language Therapists

Accessibility Key:

By focusing on this objective are you:	Accessibility Code
Increasing access to the curriculum for pupils with a disability	C
Improving and maintaining access to the physical environment	E
Improving the delivery of information to pupils with a disability	I

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability (C) Improving the delivery of information to pupils with a disability (I)	Our Trust employs an experienced SENCO with significant leadership and SEND knowledge and experience Our school maintains up to date information on pupils' needs for the provision of information in alternative formats We robustly consider pupils assessed needs and consider reasonable adjustments which	To explore the use of new technologies to support pupils with disabilities in accessing their learning (C / I)	Initial research for: - word processing packages (Ghotit / Texthelp) - further access to electronic devices - wider use of symbol software (Widgit / Lessonpix)	SENCO Literacy Coordinator Coordinating Lead Head of School	July 2021 and reviewed annually thereafter for usage	Pupils with disabilities have a wider option of resource available to them in order to support independent access to the curriculum

	might be necessary to enable them to participate Strong multi-agency working and inclusion of specialist advice (e.g. Sensory Inclusion Team) We continue to provide specialist aids / equipment to individuals as specified in their SEN Support Plans and Education, Health and Care Plans Expanded access to IT based SEN Support enhancement programmes have been purchased over the last 2 years					
Increase access to the curriculum for pupils with a disability (C)	We provide early identification of pupils who face barriers to learning and full participation. Our school offers a broad and balanced, differentiated curriculum for all pupils. We continue to develop our approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Targets are set effectively and are appropriate for pupils with	To monitor the new RLLAT curriculum to ensure that intended sessions and planning exemplars securely ensure that pupils with disabilities can fully access our full curriculum offer (C)	Curriculum monitoring via SLT and subject leaders - lesson observations, learning walks, pupil chatter sessions and book looks, with clear reference to access for pupils with disabilities	SLT Subject Leaders	Termly from December 2020	Curriculum based RAGs show green in relation to pupils with disabilities accessing the full Trust curriculum

	additional needs.					
Increase access to the curriculum for pupils with a disability (C) Improving the delivery of information to pupils with a disability (I)	Our Trust employs an experienced SENCO with significant leadership and SEND knowledge and experience. Training for pupils with special educational needs and disabilities is given high priority within SEND Development Planning. Significant coproduction goes into individual pupil support plans and healthcare plans. Good examples of practice are shared between staff e.g. Nuggets.	To ensure that RLLAT's curriculum is supported by a Quality First Teaching Charter which aims to increase access to the curriculum for pupils with a disability (C, I)	Training by relevant professionals followed by coproduced Charter for All – compiled in staff meeting	SENCO	April 2021	Staff have an improved skill set to meet the needs of disabled pupils within teaching and learning as evidenced in lesson observations Quality First Teaching Charter is produced and available
Increase access to the curriculum for pupils with a disability (C) Improving the delivery of information to pupils with a disability (I)	Our school works closely with Speech and Language Therapists to ensure that individual Speech and Language Plans are well supported in school. Early identification of possible speech, language and communication needs via early referrals. Use of Wellcomm to assess speech, language and communication need.	To train and implement further speech and language based programmes in order to ensure better access for pupils with communication and language difficulties and disabilities e.g. Developmental Language Disorder (C,I)	NELLY – a) training of key support staff b) embedded implementation of the programme I CAN Talking Point – a)training of key staff b) embedded implementation of programme	Executive Head SENCO	July 2021 July 2022 July 2021 July 2022	The academy has personnel trained in completion of NELLY & Talking Point NELLY & Talking Point programmes are in place and demonstrate good or better levels of impact

Increase access to the curriculum for pupils with a disability (C)	The academy has made use of outside providers over the last two academic years to improve the physical development of pupils via Active 30	Improve the progress and participation of pupils with physical needs (C)	Directly employ a Sports Coach to undertake 30 Active Minute sessions	Executive Head Head of School Sports Coach	Sept 2020	Pupils maintain and improve their individual levels of physical health / need
Improve the delivery of information to pupils with a disability (I)	New school website has been launched and staff use this well to communicate with current and proposed families	Following recent website developments, review the approach / format of written information to establish if the format could be improved to improve accessibility generally (I)	Website trawls	Executive Head Heads of School Parent Council	Nov 2020 and termly reviews thereafter	Website improvements are visible
Improve and maintain access to the physical environment (E)	Maintenance Officers paint hazards in contrasting colours to make them more visible Our school includes the use of: • Ramps where required • Corridor width appropriate for use of wheelchairs • Disabled toilets and changing facilities • Library shelves at accessible heights The environment is adapted to the needs of pupils as required.	The car park does not currently have any disabled parking bays. Hall access does not allow for easy wheelchair use	Access Audit is reviewed at least annually and incorporated into academy development plans as relevant	Executive Head Head of School Site Maintenance Officer	December 2020 At least annually thereafter	Disabled bay is available on the staff car park New CIF bid in place for 2019-2020 academic year

9. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Although our building is single story, it does have steps at the front entrance, which can cause an issue when leaving from the hall to outside. There is a ramp up to the playground and further access to the school through the main entrance.	For an external double door to be added to the hall for access to outside. (CIF bid)	Exec Head Head of School	July 2021
Corridor access	Corridors are wide enough to enable wheelchair access.	Designated spaces to be considered for wheelchairs or standing frames	Head of School	July 2021
Parking bays	Disabled bays are not marked on the staff car park.	Disabled bays to be marked	Maintenance Officer	Feb 21
Entrances	The school does not have access to automatic doors, but buzzers are at a wheelchair accessible height	None required at this time		

Ramps	Ramps are in place at the entrance of the school to the playground and to the mobiles. Both ramps have double handrails and are non-slip.	To ensure the maintenance of the surface remains non-slip	Site Manager	Termly
Toilets	Our building has one disabled toilet. This has an alarm.	To ensure that the alarm is in working order	Site manager	Termly
Reception area	Accessible to wheelchair users	None required at this time		
Internal signage	Large signs are in place	None required at this time		
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance Termly Fire alarm tests with staff and pupils in school.	Site Maintenance Officer Head of School	Ongoing