

# Leverton Church of England Academy



## Accessibility Policy & Plan

## **Statement of Intent**

Leverton Church of England Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning.

The school is active in promoting an inclusive positive environment by ensuring that every child is given equal opportunity to develop socially, to learn and enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

## **Legal Framework**

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equality & Diversity Policy
- Early years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy
- Anti-Bullying Policy
- Curriculum Policies
- Health & Safety Policy
- Data Protection Policy

## **Definition**

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **Roles and responsibilities**

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Headteacher, in conjunction with the Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility.

The Governing Body will be responsible for monitoring the Accessibility Plan.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The Headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the Headteacher will establish whether the pupil has any disability or medical conditions which the school should be aware of.

The Headteacher and/or the SENDCO are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The Headteacher, Governing Body and SLT will work closely with external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will work closely with the Headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## **Accessibility Plan**

The Accessibility Plan will be structured to compliment and support the school's Equality and Diversity policy, as well as the Special Educational Needs and Disabilities (SEND) policy.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date which will be in January 2023.

If it is not feasible to undertake all the plan/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The accessibility plan and policy will be published on the school website.

An access audit will be undertaken by the SENDCO and link governor every year.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

### **Equal Opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of many pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is actively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunity for pupils with SEND, the aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in school activities.

## **Admissions**

The school will act in accordance with the admission policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will strive not to put any pupil at a substantial disadvantage by making reasonable adjustments prior to the child starting school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils to facilitate advanced planning.

Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENDCO will work with the class teacher, with advice from outside agencies where appropriate, to ensure the pupil's provision map allows them to reach their full potential.

Physical education lessons will be adapted, where possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussions with the pupil and parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information for pupils with SEND are given to relevant staff in order to aid teaching and access e.g. pupil passports.

Specialist resources are available for pupils with visual impairments, such as large print reading books.

### **Physical Environment**

The school is committed to ensuring that all pupils, staff members , parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities for people with disabilities which are fitted with a handrail and emergency pull cord.

There are provisions for nappy changing.

### **Monitoring & Review**

This policy will be reviewed every 3 year or as changes require.

<b>Access to the School Curriculum</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum areas  Assign CPD for dyslexia, differentiation, intervention records/tracking, ASD and pupil specific training.	On-going and as required	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom and 1:1 support staff have specific training on disability issues	Awareness of staff skills set and training needs  Staff CPD delivered in-line with need and performance targets	Annual review meetings & CPD records	SENDCo/HT	Raised confidence and skills set of staff
Ensure all staff are aware of SEND children's curriculum access	Individual access plans to be used for individual children to identify access requirements/actions  Liaison with external agencies involved	As required and reviewed termly	SENDCo	Individual pupil needs will be understood by all staff
Review P.E curriculum to ensure P.E is accessible to all children	Gather information on accessible P.E and disability sports	As required	P.E Coordinator	All children will have access to high quality P.E
All educational visits to be accessible to all children	Develop guidance for staff on making visits accessible to all  Ensure all new destinations are reviewed for accessibility	Summer Term 2020  As required	EVC  Staff	All children in school can access educational visits & a range of activities

<b>Access to the physical environment</b>				
Targets	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual children as required	As required	SENDCo	Access plan in place for disabled pupils, parents & staff
	Be aware of the access needs of staff, governors, parents and visitors. Put plans in place to meet the need as required	Staff/Governor induction & ongoing as required	Headteacher	All staff/governors feel confident that their needs are met
	Through discussions find out the access needs of parents and carers	Ongoing	Teaching staff	Parents have full access to all school activities
	Consider access arrangements during recruitment processes	As required	Headteacher	Access issues do not influence recruitment or retention issues
Improve signage and external access for visually impaired people.	Yellow markings on edge of steps/raised areas and edges of the bridge	Summer term 2020	Site Manager	Visually impaired people feel safe on the school grounds
Ensure disabled pupils can be safely evacuated.	Write Personal Evacuation Plans (PEEP) for all children with difficulties	Review annually	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system where all staff are aware of the PEEPs and their responsibilities	Annually update	Headteacher	

<b>Improve the delivery of written information</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Review information to parents/carers to ensure accessibility	Provide clear information & letters in clear print and 'simple' English	Ongoing	Office Administrator	All parents receive information in a form they can access
	School office will help & support parents to access information and complete school forms etc.	Ongoing	Office Administrator	
Improve delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and parents/carers with visual impairment	As required	Office Admin, class teachers	All pupils and parents will have access to information
Ensure all staff are aware of guidance on accessibility formats	Guidance to staff on dyslexia and accessible information	As required	SENDCo	Staff produce own suitable information
Languages other than English to be visible in school	Some welcome and class signs to be multi-lingual	Autumn Term 2020	All staff	Confidence of parents to access their child's education
Provide information in other languages for pupils and prospective pupils who may have difficulty with hearing or language problems	Assess to translators, sign language, interpreters to be considered and offered if possible	As required	All staff	Pupils and parents feel supported and included