



# Accessibility Plan

<b>Policy Reviewed and Adopted by Board of Directors:</b>	<b>Summer Term 2022</b>
<b>Date of Next Review:</b>	<b>Summer Term 2023</b>
<b>Responsible Officer:</b>	<b>Katherine Frazer</b>

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

One Excellence Multi Academy Trust’s Accessibility Plan has been developed and drawn up based upon information supplied by Local Authority’s, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other Trust and school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the Trust’s Equality Objectives, and will similarly be published on individual school websites.

One Excellence Multi Academy Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within all schools.

At One Excellence Multi Academy Trust we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

One Excellence Multi Academy Trust plans to increase the accessibility of provision for all children, staff and visitors to all its schools. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school’s, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.
- Improve the delivery of written information to children, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity

- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be monitored through the Board of Directors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

### **Our Aims are:**

- 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,

Our objectives are detailed in the Action Plan below.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already in the school's, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced and will make appropriate reasonable adjustments.

**Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>SHORT TERM</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Thorough handover of information from each year group including from Nursery providers.	To identify pupils who may need additional or different curriculum provision for a new academic year.	Annual in Summer term	HT All teacher	Procedures/equipment / ideas set in place by Sept.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To keep up to date with all safeguarding training	Induction of new staff includes safeguarding training.	Ongoing	HT / Office staff SENCO	Pupils safe at all times / staff aware of reporting protocol
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, epilepsy or mobility	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach

<p>To ensure full access to the curriculum for all children.</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment source from occupational therapy</li> </ul>	<p>Ongoing</p>	<p>Teachers SENCO Ed Psych</p>	<p>Advice taken and strategies evident in classroom practice.</p>
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<b>MEDIUM TERM</b>				
<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<p>To finely review attainment of all SEN pupils.</p>	<p>SENCO/Class teacher meetings / Pupil progress Scrutiny of assessment system Regular liaison with parents</p>	<p>Termly</p>	<p>Class teachers SENCO</p>	<p>Progress made towards IEP targets Provision mapping shows clear steps and progress made</p>

<p>To promote the involvement of disabled students in classroom discussions/activities.</p> <p>To take account of a variety of learning styles when teaching.</p>	<p>Within the Curriculum, each school should aim to provide full access to all aspects of the curriculum by providing (where appropriate) wheelchair access</p> <ul style="list-style-type: none"> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Offering/giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within all schools.</p>
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<b>LONG TERM</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To evaluate and review the above short and long term targets annually	See above	Annually	SLT Core Subject Leads Governors	All children making good progress.
To deliver findings to the Local Advisory Boards	Local Advisory Board meetings	Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress.

**Aim 2: To improve the physical environment of each school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>SHORT TERM</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve physical environment of each school environment	The schools will take in to account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	Ongoing audit of current skills of all staff in relation to support services they can offer pupils.	Ongoing	HT All teaching staff SENCO	Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of EHCP process  Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.  Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

Ensure all members of staff have up to date safeguarding training and are knowledgeable about school processes.	Ensure all staff receive safeguarding training and know the referral process in school.	Ongoing	All staff HT	Each child's needs known and teachers feel confident in dealing with potential situations.  All policies and guidelines are available.
To ensure that the medical needs of all pupils are met fully within the capability of each school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Occupational health	
Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled to drop off & collect children.  Offer a telephone call to explain letters home for some parents who need this.  Adopt a more proactive approach to identifying the access requirements of disabled parents.	With immediate effect to be constantly reviewed	Whole school team with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

#### **MEDIUM TERM**

<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve community links	Schools to continue to have strong links with schools in the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion



<b>LONG TERM</b>				
<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week.  Bikeability training.	Ongoing	PSHE Co-ordinator SLT	No accidents

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>SHORT TERM</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure all children with disabilities have access to the curriculum.	Regular parental communication and advice received from professionals evidenced in practice.	Ongoing	All staff to be aware	All children able to access curriculum.
To address different aspects of disability through assembly / collective worship themes and class discussions.	Hold regular collective worship / assemblies relating to SEAL or areas of intolerance that are experienced in schools.	Ongoing	All staff to be aware	There is an ethos of caring and tolerance of others emanated around the learning environment.

<b>MEDIUM TERM</b>				
<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>

To review children's records ensuring the school's awareness of any disabilities	Information collected about new children: <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings.</li> <li>• Annual reviews.</li> <li>• IEP meetings.</li> <li>• Medical forms updated annually for all children.</li> <li>• Personal health care plans.</li> </ul>	Annually	Class teachers Outside agencies SLT	Each teacher/staff member aware of disabilities of children in their classes
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**MEDIUM TERM**

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• Raising awareness of font size and page layouts to support those with visual impairments.</li> <li>• Auditing signage to ensure that is accessible to all.</li> </ul>	Ongoing	HT Teachers	Effective communication of information throughout school.

**LONG TERM**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
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In school record system to be reviewed and improved where necessary. (Records on SIMS/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	SLT Office staff	Effective communication of information about disabilities throughout school.
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