



# Accessibility Plan

Created 01/08/2008  
Reviewed 02/11/2016  
Ratified by FGB on 05/12/2019  
To be reviewed November 2022  
Curriculum Committee to Oversee

## Why does this policy exist?

All schools must have an Accessibility Plan, as required by law (the Equality Act 2010). The equality Act 2010 replaced all existing equality legislation, including 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”. This plan relates directly to the Special Needs and Disability (SEND) Policy.

The Accessibility Plan sets out how, over time, the academy will:

- a) increase access to the curriculum for disabled pupils
- b) improve the physical environment of the school to increase access for disabled pupils
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**. The academy will not treat disabled pupils less favourably and will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The academy asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary as laid out in the SEND Policy.

## Our vision and aims

The academy wants everyone to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families. The Academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents and child's right to confidentiality.

## **Curriculum**

In order to meet the learning needs of all pupils, teachers will provide high quality teaching. They work to meet individual learning needs and to regularly feedback to pupils to promote progress.

Where pupils are identified as having special educational needs, the academy provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

The range of provision may include:

- In class support for small groups with a Teaching Assistant (TA)
- Small group withdrawal with TA, individual class support / individual withdrawal.
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.
- Provision of specialist auxiliary aids and equipment which may assist pupils in accessing the curriculum.

## **Physical Environment**

The academy building has been designed and built in compliance with the DDA 1995. All future premises projects will also accommodate this act.

- providing flat or ramped access to entrances
- a dedicated parking bay for pupil and their families, and visitors with a disability
- providing an accessible toilet with shower and changing facilities
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered
- Fire evacuation procedures are made known to all staff and pupils
- Visitors will be informed of fire evacuation procedures on arrival
- Any staff, pupils or regular visitors who need additional support during evacuation procedures would be provided with an individual Personal Emergency Evacuation plan (PEEP) to facilitate their safe and swift exit of the building

## **Information**

The Academy are able to make written information more accessible to disabled pupils, staff and visitors through:

- modifying written information so that this is available in large print for anyone with a visual impairment
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour
- using picture symbols to explain school rules for pupils who would benefit from this
- using Makaton as a way of communicating for children with speech, language and communication difficulties.

## **Implementation**

Our Accessibility Plan shows how academy life will be improved for disabled pupils, staff and visitors and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers
- how we can be encouraging pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

## **Monitoring**

The Academy's Accessibility Plan will be reviewed at least annually and updated if needed. It will be monitored through the Governors Curriculum Committee.

**The Fitch Green Academy Accessibility Plan - 2019 to 2020 : Improving access to the curriculum**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<i>A CPD programme needs to be developed to ensure that all staff have an awareness of the current SEND requirements of the academy pupils, the impact of these conditions on health, learning and emotional well-being and the strategies that can be used to support such pupils.</i>	<ol style="list-style-type: none"> <li>1. <i>Whole school staff (including support staff) awareness training provided by local specialists</i></li> <li>2. <i>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</i></li> <li>3. <i>Pupils with SEND will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</i></li> </ol>	<p><i>Principal</i></p> <p><i>SENCO</i></p> <p><i>SENCO</i></p>	<i>Ongoing</i>	<ul style="list-style-type: none"> <li>• <i>Pupils and their families feel supported and their needs understood;</i></li> <li>• <i>Pupils with SEND have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</i></li> <li>• <i>Teachers and support staff are confident in meeting the needs of pupils and know how to support them efficiently.</i></li> </ul>
<i>Provision of essential kit and resources for SEND pupils.</i>		<i>SENCO and Class teacher</i>	<i>As and when required by pupils</i>	

**The Flich Green Academy Accessibility Plan - 2019 to 2020 : Improving the physical environment**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>Cost (est.) £</b>	<b>How can we tell if this is successful?</b>
<p>Continual maintenance of external areas, including:</p> <ul style="list-style-type: none"> <li>• pedestrian access</li> <li>• car parking areas</li> <li>• paving</li> <li>• external lighting</li> </ul>	<ol style="list-style-type: none"> <li>1. Access to pedestrian areas should be reviewed for any potential hazards</li> <li>2. Ensure the dedicated parking bay is available for those who require its use</li> <li>3. Ensure lighting to external areas is operational, adequate and considers pollution and local issues</li> </ol>	<p>Business Manager and Caretaker</p>	<p>Site evaluations will take place every half term (or sooner if required)</p>	<p>Dependent on work required</p>	<ul style="list-style-type: none"> <li>• The areas outside of the academy building are safe and welcoming and the physical environment is improved by removing any hazards</li> <li>• Pupils with disabilities and their families are easily and quickly able to access the academy building.</li> </ul>
<p>Continual maintenance of internal areas of the academy to ensure that pupils with physical difficulties can access the school environment safely</p>	<ol style="list-style-type: none"> <li>1. Annual checking of lighting to see if replacements are required</li> <li>2. Set up of any specialist equipment required</li> <li>3. Adaptations to environment as required (for example highlighted doorways)</li> </ol>	<p>SENCO, Business Manager and Caretaker</p>	<p>Site evaluations will take place every half term (or sooner if required)</p>	<p>Dependent on work required</p>	<ul style="list-style-type: none"> <li>• Pupils and their families feel needs are met</li> <li>• Pupils can safely move around the academy grounds</li> </ul>

**The Flitch Green Academy Accessibility Plan - 2019 to 2020 : Improving communication**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<i>Written information is in accessible formats for all</i>	<i>1. All written information available to pupils, staff and visitors will be produced in an accessible way as requested.</i>	<i>Leadership team and admin staff</i>	<i>As and when requested</i>	<ul style="list-style-type: none"> <li><i>• Delivery of information to pupils, staff and visitors is improved and meets their requirements.</i></li> </ul>
<i>Liaison with external support to ensure that pupils with physical disabilities have correct equipment and access arrangements in place.</i>	<ol style="list-style-type: none"> <li><i>1. Termly meetings with parents</i></li> <li><i>2. Termly visits from physiotherapist and occupational therapist</i></li> <li><i>3. Liaison with PNI specialist teacher</i></li> </ol>	<i>SENCO</i>	<i>Termly</i>	<ul style="list-style-type: none"> <li><i>• Pupils will be able to travel around the school safely and be included in all mainstream activities.</i></li> </ul>