Accessibility

Action Plan

AIM

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Approved by:		**Date:**
Last reviewed on:	2nd September 2020	
Next review due by:	September 2023	

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils using the Quality First Teaching initiative; following a Graduated Response which is proclaimed in the SEND Code of Practice (2014). We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all	To provide staff with detailed bespoke Pupil Passport which records strengths and needs for students with SEND. To produce costed provision maps for all students and review	Creation of a care and guidance team which links all pastoral teams together. Use of EHC plans and student needs to plan staff support and intervention. Creation of risk assessments and PEEPs for students with physical and medical needs Cost and discuss the use of Edukey Provision mapping to ensure clear costed provision	Site Manager, SENCo, Deputy Head, SLT, Exams Officer Governing body and board of trustees. All teachers as teachers of SEND Outside agencies	September 2020 and updated termly. August 2020 September 2020 Autumn 2020	Staff and students have a clear understanding of student needs and strategies in which to support them effectively. Students are supported effectively and safely. Financial planning and resourcing effective for those with SEND which can be

	pupils. Stakeholders meeting bi-weekly to discuss Inclusive practice and accessibility difficulties at the VSM meeting. Pupil passports and SEND link key workers for all students with SEND in place. Thorough transition procedures, aiming to collate detailed information about student need and disability before they attend the academy (Year 7 / in year transfer etc).	regularly. Develop the role of the SEND link governor Career education challenges stereotypes and develops aspirations for all students including those with SEND.	mapping and aid communication to parents Link with the SEND governor and share information; offer training and develop understanding with wider governance. SENCO and career teacher to audit the planning and resources. Use of Primary Career Hub resources so accessible for students with SEND SENCO to gain training on Access Arrangements Students to be assessed in Year 9, Autumn Term for access arrangements.		Autumn 2020 Summer 2021 Autumn 2021 Autumn 2020 Autumn 2020 and ongoing termly.	monitored and adapted for effectiveness and progress of students. To give aspiration advice to students with SEND Staff and students have a clear understanding of the resources available to support exam access arrangements.

		Obtain specialist advice and training to enable staff to support students with disabilities	SENCo to contact the Steps team; buy in of Speech and Language Therapist and Educational Psychologist		July 2021 and ongoing	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.
		A range of resources to cater for the needs of the students – eg fidget toys sensory equipment; coloured overlays are bought	Audit resources; analyse requirements of students with SEND; budget effectively.		Autumn 2020 and ongoing.	Staff have detailed strategy bank detailing the best way to support students with resources to match. Students and families have the opportunity to share information before they attend the Academy.
		To ensure interventions are well founded and staff trained effectively to deliver	Research using EEF toolkit interventions required; cost and train appropriate staff		Autumn 2020	
		Tas to be added to the Performance management process using TA standards as a basis	To continue to develop a professional, well trained workforce

Ongoing CPL for TAs through a LS CPL development plan.

On going work with the Opportunity area. | | | Tas are well trained and effective in delivery of support and intervention.

Clear advice and guidance to be documented on Pupil passports

Identify key staff to lead developing programmes to the students that need it. |

Improve and maintain access to the physical environment	Explain your school's approach here. Example: The environment is adapted to the needs of pupils as required. This includes: - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities	Monitor and refresh colour schemes / suitable contrast when preparing resources or during refurbishing.	Site manager to walk site monthly to check and action. F block to have new edging	Site Manger, SENCo, SLT and Keyworkers with support from the appropriate outside agencies	Summer 2021	Some areas are made more accessible to visually impaired children.
		Enable disabled pupils and visitors to park within reasonable distance of the Academy.	4 disabled parking bays with dropped curbs for easy access. Ensure no parking next to drop bays through email and monitoring.		Ongoing	Parking for disabled people achieved.
		Provide access to upper storey classroom via a lift when in the applicable blocks.	QA with students and their guardians at least annually. Lift serviced by Kobe		August 2020 In place – ongoing checks with stakeholders September 2020 4 x annually ongoing	Students with a Physical Impairment continue to have access to all areas of the Academy.
		Maintain and service 4 accessible toilet facilitates to disabled pupils and visitors.	Painting to be completed Sept 2020; On site maintenance plan		Spring 2020	Improved toileting facilities for the needs of the students at the Academy and visitors.
		Add soft close to door of disabled toilet in A block to support closure and access.		Site manager to arrange	Sept 2020	

		Ensure access to shower facilities for students with medical needs	PE dept during Covid restrictions and then disabled toilets with showers.		Autumn 2020	
		Ensure safe evacuation for students with physical needs.	Trained staff allocated to student in wheelchair; update training for additional personnel. 4 refuges allowing at least 30 minutes around academy. PEEPS completed for ll pupils with physical and medical needs who require one. Evac chair serviced annually through Site maintenance plan.		Autumn 2020 and ongoing	All disabled students, staff and/or visitors can evacuate the building quickly and safely, in the case of an emergency.
Improve the delivery of information to pupils and wider	Explain your school's approach here. Example: Our school uses a range of	Short term: Ensuring availability of written material in	QA with students. Audits with students and	Site Manger, SENCo, SLT and Keyworkers	Spring 2021 and ongoing	If needed, the Academy could provide written information in

community, with a disability	communication methods to ensure information is accessible. This includes: • Internal signage • Technological responses • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	alternative formats when needed. Obtain specialist advice and transition to enable staff to support students with SEND. To understand stakeholders' needs	their guardians. Working with the speciliast teachers from STePs. Induction loop to be checked and maintained annually Audit parents for disability and accessibility for meetings etc, Check if translators; BSI interpreters etc required by any parents.	with support from the appropriate outside agencies Site manager Admin team		alternative formats Clear advice and guidance to be documented on Pupil Passports. The right technology is available to support students and share the right information. Access for other community members is accessible and signage appropriate.

4. Monitoring arrangements

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

It will be approved by the governing board and the Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and/or disability (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The B Block and Portakabins have one storey, Blocks A, C, D, E, F and G have two storeys	Lessons would need to be moved on to a ground level is a member of staff, student or visitor was unable to access the stairs and it was deemed the lift was unsuitable.	Site Manager Timetabler SENCo	Ongoing
Corridor access	Corridors are accessible, however the corridors in the A block are narrow due to the design of the building which was built in 1977 which a much lower PAN	Continue to monitor timetable and move subjects with the highest number of pupils to a different block. For example, in 2017, English moved to the F block.	Site Manager SENCo SLT	Ongoing
Lifts	Blocks A, D, F and G have a lift.	On-going servicing and maintenance to ensure safety	Site Manager	Ongoing
Parking bays	The Academy have four disabled bays, two are nearest to reception and two additional ones are in the main staff carpark.	Continued monitoring to ensure disabled bays are only used for those that are entitled to use them	Site Manager SENCo	Ongoing
Entrances	Reception has an automatic door. Other entrances have a two-way	On going maintenance and student voice to ensure that changes are made in line with the changing needs and	Site Manager SENCo	Ongoing

	door	requirements for the students.		
Ramps	Entrances into each block have an incline. The B block has the lowest and the G block have the steepest.	Ongoing monitoring to ensure students can access the buildings. Ramp to G cannot be changed due to Fire regulations and access for fire engines. When timetabling, minimum movement for students with physical disability and support from staff where required written in support plan.		Ongoing
Toilets	Each block has a boys, girls and disabled toilet	On going maintenance to ensure blocks are accessible and in a good order.	Site Manager	Ongoing
Stairs	Each stair case have been audited and amended so that the students with VI can identify them. Colours have been amended so that each stair step and its tip have a contrasting colour of at least 3 shades.	On going maintenance and conversations with student's, their guardians and the STePS visual impairment team.	Site Manager SENCo	Ongoing
Reception area	Reception area is accessible via a set of stairs and a lift	None needed.	Site Manager	N/A
Internal signage	Signs are all clear and suitable for SEND / VI students and other community members	On-going maintenance and student voice t ensure fit for use.	Site Manager SENCo	Ongoing
Emergency escape routes	4 x refuge sites allowing 30 minutes refuge in place; evacuation chairs and fire	On-going maintenance to ensure safety On-going training to ensure safety	Site Manager SENCo	Ongoing

	escapes.Trained staff for use of Evac chair. PEEPs in place for students with need. Lights for HI students during fire escape; VI students supported using staff and recorded on PEEP.	On going practices to ensure safety On going manual handling training		