

Braintcroft E-ACT Primary Academy Academy Accessibility Plan

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2018
Status	This policy must apply to all E-ACT academies. The Head teacher is responsible for ensuring that all academy specific information is completed.

Accessibility Plan 2018-2020

Introductory statement

This Accessibility Plan (**Plan**) is being drawn up in consultation with staff and families of the Academy and covers the period from July 2018- July 2020. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

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

1 Background

1.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a large site on different levels. All buildings are one storey but there are sets of steps to access different buildings. The main KS1 building does not require steps for access. A unisex WC cubicle is located near the reception area and there is a Disabled cubicle in the ladies' toilets next to the staff room. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

increase the extent to which disabled pupils can participate in the Academy curriculum

improve the physical environment of the Academy to increase access to education by disabled pupils

improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three draft action plans for consultation relating to the above. These are under consultation and will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

Academy prospectus

disability equality scheme

equal opportunities policies

health and safety policy

special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

2 Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	<p>Training of staff.</p> <p>Senior leaders' support for improving differentiation in all lessons.</p> <p>Sharing of best practice within the region of differentiated planning and curriculum.</p> <p>Personalised induction and training for new staff – for example team teaching and shared planning opportunities</p>	Staff confidence in providing appropriate teaching and support to fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing Review under February and next identification
Medium term	All members of staff to attend training on communication and interaction difficulties – speech and language or autism as relevant to role	Utilise the Speech and Language service; BOAT and the autism advisory CPD offer to deliver training	Staff to support	June
Long term	Computer technology – increase in number of writing aids (tablets, laptops as relevant) and assistive software e.g. Clicker	Factor into the future budget – purchases of equipment, software and training to increase the technology available to be used as teaching and learning aids	Fewer barriers to learning for pupils with physical difficulties e.g. those with sensory needs, dyspraxia etc.	For a year 2019

Improving the physical environment of the school to increase access to education by disabled pupil

	Targets	Strategies	Outcome	T
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	A
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet in the KS2 block	D 2
Long term	<p>Enable disabled pupils and visitors to access the school hall, dining room and KS1/EYFS via main entrance without having to exit the building</p> <p>Ensure that pupils with disabilities can safely exit the building in times of a fire or lock down situation.</p>	<p>Ensure this is part of forthcoming building project – ramps, and handrails as appropriate.</p> <p>Install ramps for easy access from the KS2 building to ground level.</p>	<p>Whole of lower level accessible</p> <p>Whole of lower level accessible</p>	S S

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	T
Short term	Ensuring availability of written material in alternative formats such as recommended fonts and sizes	Training and recommendations built into provision and support plans	If needed, the School can provide written information in alternative formats.	F 2
Short term	Read aloud strategies to be used in classrooms where appropriate	Training of staff to remember to include 'read aloud' strategies with key pupils	Pupils who are not fluent readers able to access more information	F 2
Medium term	Training for staff in the use of accessible fonts and printed materials	Training delivered to all staff including support and clerical staff	If needed, the School can provide written information in alternative formats.	J
Long term	Computer technology – more devices available with appropriate software to assist with communication for non-verbal children	Factor into budget sourcing of devices and appropriate software	Information presented visually to pupils where necessary using technology	A y 2