

Braintcroft E-ACT Primary Academy Academy Accessibility Plan

Responsibility	Andrea Rosewell / Claudia Mills
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Accessibility Plan 2020-2021

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 2021 - July 2022. 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 (EHCP) 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.

Definition of disability:

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

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

Targets	Strategies	Outcome	Timeframe	Responsibility
<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASC/ Physical disabilities).</p> <p>CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.</p> <p>Support and coaching in planning and delivering lessons to children with SEND.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills).</p>	<p>Ongoing</p> <p>Spring 1</p>	<p>SENCO Subject specific working parties</p>
<p>Support Staff to attend training on communication and interaction difficulties – speech and language or autism as relevant to role.</p>	<p>Utilise the Speech and Language service; BOAT and the autism advisory CPD offer to deliver training.</p>	<p>Support staff are able to meet the needs of children in their care.</p> <p>A range of support staff will have specialist skills through training received. E.g. ASC level 1/2, team teach etc.</p> <p>Support staff will have coaching opportunities with outside on delivering effective intervention.</p>	<p>Ongoing</p>	<p>SENCO</p>
<p>To ensure PE is accessible to all and extra-curricular activities.</p>	<p>Inclusion sports team to participate in sporting activities.</p>	<p>All children will be able to participate in sports and extracurricular activities with</p>	<p>Ongoing</p>	<p>All Staff</p> <p>SENCO</p>

	Staff to be aware of children's limitations and care plans to be shared with staff.	reasonable adjustments despite having a disability. Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.		Trip Leads PE Lead
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Improving the physical environment of the school to increase access to education by disabled pupils.

Targets	Strategies	Outcome	Timeframe	Responsibility
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.	Ongoing Termly/Annually	Site Manager
Provide accessible toilet facilities for disabled pupils, including those who are taught in the year 6 huts.	Identify appropriate existing facility and improve it. Intimate care changing facilities in designated disabled accessible toilets (changing bed).	Minimum of one accessible toilet in the KS2 block. Accessible changing bed for intimate care tasks.	December 2021	Site Manager SENCO
To ensure the accessibility of all disabled persons.	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.	Pupils and people with disabilities to be able to move around the academy safely. Improved access to learning environments for all pupils. Whole of lower level accessible.	Ongoing December 2021	All staff Site Manager

	Install ramps for easy access from the KS2 building to ground level.			
Ensure all disabled pupils can be safely evacuated.	<p>Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.</p> <p>Fire drills to ensure speedy evacuations and identify any issues.</p> <p>EVAC chair/Ramp to be considered/ built in.</p>	<p>All staff are clear on evacuation procedures for pupils.</p> <p>Clear understanding of the individual needs to safely evacuate all people.</p> <p>Any issues to be addressed immediately and plans amended appropriately.</p> <p>All persons with disabilities able to access and evacuate areas of the buildings.</p>	Ongoing Termly/Annually	Site Manager Head Teacher SENCO
To identify any further maintenance on site which may impact on persons with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates.	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	Autumn 2021	Site manager / regional site and health and safety team.

Improving the delivery of information to disabled pupils.

Targets	Strategies	Outcome	Timeframe	Responsibility
<p>Ensuring availability of written material in alternative formats such as recommended fonts and sizes.</p>	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with dyslexia).</p> <p>For information to be differentiated for children with learning needs or speech and language needs.</p>	<p>Children with dyslexia and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>	<p>Ongoing</p>	<p>SENCO All Staff</p>
<p>Computer technology – more devices available with appropriate software to assist with communication for non-verbal children.</p>	<p>Factor into budget sourcing of devices and appropriate software.</p>	<p>Information presented visually to pupils where necessary using technology.</p>	<p>Ongoing</p>	<p>SENCO Head Teacher IT Staff</p>