

# Academy Accessibility Plan



<b>Responsibility:</b>	<b>Maxine Lathbury-Cox/Laura Smith</b>
<b>Date of Ratification by Governing Body:</b>	<b>2019</b>
<b>Date of Review by Governing Body:</b>	<b>2022</b>

## Vision and values

Through partnerships with local communities, Reedswood Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

## 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.

**Purpose of the plan:**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

The academy's accessibility plan is resourced, implemented and reviewed and revised as necessary.

**Monitoring arrangements:**

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

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Special educational needs and learning policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Increasing the extent to which disabled pupils can participate in the academy's curriculum**

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategy	Outcome	Time scale	Responsibility
Increase staff knowledge, understanding and confidence of needs of disabled pupils to support a range of needs.	CPD for teachers on how to support children with a range SEND, ensuring their needs are met e.g. hearing impairment, Physical disabilities etc.  Utilise the support from Walsall LA agencies and training days e.g. visual impairment	Staff are confident in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	SENCO SLT
Lessons to be planned for pupils with DSEN e.g. differentiated, classroom organisation, additional time	CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.	Differentiated approach to supporting disabled pupils leads to increase in access to the National Curriculum and better outcomes.	Ongoing	SENCO SLT All staff
All pupils to have access to the wider curriculum activities e.g. art, drama, music and PE	CPD for staff. Sharing of information on medical health care plans and	Reasonable adjustments made for pupils to be supported when required.	Yearly CPD	SENCO SLT Sports coach

	any possible limitations for pupils with disabilities alongside advice for reasonable adjustments.	Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.		All staff
--	--	--	--	-----------

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Reedswood Academy is situated in a single storey building with an upper level to the reception classrooms. The Early years classrooms can be accessed via a ramp outside or by steps from the hall. There is a stair lift for use of wheelchairs. The Year 5 and 6 classrooms are in a mobile accessed via a ramp. There are steps up to the playground, but there is also a ramp for easy access for wheelchair users.

The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategy	Outcome	Time scale	Responsibility
Ensure all disabled and/or vulnerable 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>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>	Ongoing	Site Manager Head teacher SENCO

		All persons with disabilities able to access and evacuate areas of the buildings.		
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	Improved access to School site.
Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Ongoing	Improved facilities for disabled students and visitors.
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.	July 2020	Site manager Operations team

**Improving the delivery of information which is readily accessible to pupils who are not disabled.**

Target	Strategy	Outcome	Time scale	Responsibility
Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	SENCO SLT

Providing audio and large print to the website to ensure all parents can access.	Regional leads to action	Websites will be accessible for all in large print and audio	End July 2021	Regional team
Visual timetables to be used throughout the school.	All classrooms to have a print out of the visual timetable using communication in print. Individual pupils with additional impairments will have own individual timetable.	All classrooms will have visible visual timeline.	Ongoing	SENCO Teachers
Provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	<p>Communication in Print signage and Makaton to be widely used throughout the school</p> <p>All labels and signage around the school to use communication in print to enable all staff, pupils and parents better access across the academy.</p> <p>Basic Makaton training to all staff.</p>	<p>All relevant areas within school will be signposted.</p> <p>Early Years and reception to use Makaton as part of everyday teaching.</p>	Ongoing	SENCO SLT All staff
To ensure the learning environment is accessible for all pupils with SEND.	Staff training on supporting pupils with SEND needs.	All Pupils to be able to access the curriculum and resources in class.	July 2020	SENCO SLT Teachers



1. **Introduction**

2. **Background**

3. **Methodology**

4. **Results**

5. **Discussion**

6. **Conclusion**

7. **References**

8. **Appendix**

9. **Index**

10. **Summary**