

ACCESSIBILITY PLAN

October 2018 – 2021

1. Introduction

The Accessibility Plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to disability, of the Equality Act 2010 and the Department of Education Guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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.

Under the Special Educational Needs and Disability Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

The key objective of the Accessibility Plan is to reduce and eliminate barriers to the curriculum and to ensure participation in the school community for pupils and students, and prospective pupils/students, with a disability. There are three main focus areas:

- 1) Access to the school curriculum and extra-curricular activities.
- 2) Access to and around the physical environment.
- 3) Delivery and accessibility of written information to pupils and parents.

We are fully committed to providing an environment that values and includes all pupils, staff, parents, Governors 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 develop a culture of awareness, tolerance and inclusion.

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

- SEN Local Offer/ SEND Information report
- Special Educational Needs (SEND) Policy.
- Public Sector Equality Duty.

2. GOOD PRACTICE: ENSURING ACCESS TO THE SCHOOL CURRICULUM AND EXTRA CURRICULAR ACTIVITIES.

- Lesson material is differentiated and adapted to ensure all pupils can access the curriculum.
- All staff complete regular training in key areas to support them with lesson planning in order to meet student needs.
- A personalised intervention programme targets student's individual needs identified within the EHC plan and through assessment.
- Where relevant, classwork is re- produced in correct format and font size for VI students.
- School has regular support from Local Authority Services, SALT, Multisensory Impairment Team, Occupational Therapy and Physiotherapy to advise and guide upon effective strategies and intervention. We are part of the Peterborough Hub network and also have support from the Autism and ADHD specialist teaching service.

In relation to student's needs:

Students:

- have the opportunity to use specialist equipment and specific software to ensure access to curriculum.
- have access to laptops and iPads.
- have access to additional adult support to further reinforce lesson material, if appropriate.
- have opportunity to participate in extra-curricular trips, clubs and sporting activities including swimming in year 3/4.
- Clear and concise information regarding pupil's needs are circulated to all teaching staff to inform teacher planning.

3. GOOD PRACTICE: IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL.

- TDAJ is easily accessible for all students.
- Lifts are an integral part of the building to support movements of students across its' floors.
- Disabled parking bays are located conveniently close to the doors for ease of access.
- There is disabled toilet access throughout the building with disabled showering facilities also available.
- Corridors are wide and spacious to support movements of students who use wheelchairs.

4. GOOD PRACTICE: IMPROVE THE DELIVERY AND ACCESSIBILITY OF WRITTEN INFORMATION TO PUPILS, PARENTS AND VISITORS.

- Key messages around school are published on the school website.
- Letters are sent home in a specific font size for all families.
- All policies can be made available in large print or other accessible format, if required.
- Personalised tours around school with a member of SLT on offer, reinforcing written information, for new or prospective parents.
- Text messages are sent to deliver written information to parents.

Improving Access to the Curriculum

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT OCT 18
Ensure all teaching staff are aware of training sessions where SEND specific issues are part of the programme	<ul style="list-style-type: none"> EG to produce CPD Programme for SEND 	Sep 18	EG	All staff more aware of differentiation strategies to increase student participation	Ongoing
Ensure disabled students are given the opportunity to participate equally in after school activities	<ul style="list-style-type: none"> Open access to all activities with appropriate support 	Ongoing	EG	Disabled students confident in choosing any after school activity	Ongoing
Ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.	<ul style="list-style-type: none"> EG to produce CPD training session. Relevant professionals are invited to school to train staff, where necessary. 	Sep 18	EG	All staff aware of legal responsibilities regarding equality and inclusion.	Ongoing
Reasonable adjustments are discussed with relevant staff in order for access arrangements to be identified and actions for external examinations.	<ul style="list-style-type: none"> Teaching staff to link with EG and phase leader AC regarding students normal way of working. 	Ongoing	LB/EG/AC	Staff to identify students that may need further access arrangement for SATS examinations.	Ongoing
Improve the delivery of information to	<ul style="list-style-type: none"> To use specialist advice from other professionals 	Ongoing	EG	Curriculum and teaching strategies will be	Ongoing

students with a disability.	(e.g. speech and language therapist).			adapted for the needs of individuals.	
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Improving Access to the Physical Environment

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT OCT 2018
School is aware of the access needs of disabled students and staff	<ul style="list-style-type: none"> Ensure that policies and procedures reflect the needs of disabled students and staff. 	Ongoing	EG	The school is able to respond to emerging needs of disabled students and staff	Ongoing and reviewed regularly
Ensure that all disabled students can be safely evacuated	<ul style="list-style-type: none"> Ensure all staff are aware of disabled refuge points for disabled students. Ensure a PEEP is in place for identified students. Ensure disabled students have a Fire Evacuation Marshall to support them should they require evacuation (covered in the PEEP) 	PEEPs to be written during spring and summer term 2019.	EG/HR	All disabled students and staff working with them are safe and confident in the event of fire or other causes of evacuation. The refuge points, are large enough to accommodate at least one wheelchair without hindrance to other people, refuge points are available in protected stairwells.	Training to be completed by HR. Reviewed regularly, particularly when a child needs a new PEEP due to various circumstances such as an injury.
Enhance external markings for visually impaired students/staff/visitors	<ul style="list-style-type: none"> Add visual markers on to opaque doors 	Ongoing	EG	Visually impaired people feel safe in the Academy grounds	Ongoing and reviewed regularly
Enhance access through doors for wheelchair users, in particular main entrance	<ul style="list-style-type: none"> Assess the needs on the main entrance to reception 	Ongoing	EG	Wheelchair users have improved access through electronic opening doors	Ongoing and reviewed regularly

Enhance external signage for visually impaired people	<ul style="list-style-type: none"> Clearer signs in car park indicating the clear route to main entrance 	Ongoing	EG	Visually impaired able to easily access the Academy	Ongoing and reviewed regularly
Assist any hearing impaired students in the event of an emergency evacuation	<ul style="list-style-type: none"> Assess any student who would not be able to hear alarm 	Ongoing	Fire Evacuation Marshall	All hearing impaired students aware of the alarm being activated	H & S staff double check on students in mainstream lessons

Improving Access to Information

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT OCT 2018
Academy website to be accessible and comply with current statutory requirements	<ul style="list-style-type: none"> Ensure it explicitly welcomes disabled students and parents and those with SEND 	Short term	VSK	Parents feel confident in the information they have about the Academy	Ongoing and reviewed regularly

REVIEW – This plan will be reviewed in line with the procedure for policy review

Date for review – If no other reason for review, this policy will be reviewed in 3 years in October 2021