



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

ACCESSIBILITY PLAN 2021-2024

DOCUMENT CONTROL

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 academies and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation an academy/school setting must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for an academy/school setting to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but an academy/school setting could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of

adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled student does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the academy/school setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on Changing Lives Learning Trust is the same as the duties in the previous DDA. Each of our academies/schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

The trust has a commitment to equal opportunities for all members of our academy/school setting community and our Accessibility Plans outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider academy/school setting curriculum;
- improve the physical environment of the academy/school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the academy/school to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

The Accessibility Plans will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the academy/school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the academy/school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the trust's aims and Single Equality Scheme, and the operation of the trust SEND policy.

The Action Plan for physical accessibility relates in part, to the Health and Safety Management Plan of the Academies, which is undertaken annually by the each Head Teacher/Principal. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plans will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plans for the following period.

The trust strives to ensure that the culture and ethos of all our academies/school is such that, whatever the abilities and needs of members of the academy/school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plans are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy/school community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. CONTEXTUAL INFORMATION

The Trust currently has one secondary school and four primary schools. For student population at each school please see individual school plan.

Currently there are 1711 students within the trust; please see published admission numbers for each school.

- 50.96% are boys and 49.04% are girls
- The vast majority of the students are White British.

| WLA Ethnicity data | No | % |
|------------------------------|-----------|----------|
| Any other Asian background | 7 | 0.41% |
| Any other ethnic group | 4 | 0.23% |
| Any other mixed background | 7 | 0.41% |
| Any other White background | 8 | 0.48% |
| Black - African | 5 | 0.29% |
| Chinese | 0 | 0% |
| Indian | 2 | 0.11% |
| Information Not Yet Obtained | 38 | 2.22% |
| Refused | 4 | 0.23% |
| White - British | 1629 | 95.20% |
| White - Irish | 3 | 0.18% |
| White and Asian | 3 | 0.18% |
| White and Black African | 1 | 0.06% |
| White and Black Caribbean | 0 | 0% |

- We have 307 students eligible for free academy/school meals, 371 students receive Student Premium funding, 10 service child and one student receive Adopted from Care funding.
- We have nine EAL students.
- We have 152 students (10.3% of students) identified as SEN, of which 45 children have a SEN E and 59 have an Educational Health Care Plan and 153 students receive support from the schools.
- The Trust has good stability

Approximately 99% of the students at West Lakes Academy enter the Academy from primary schools within their catchment area. They have strong working relationships with feeder primary schools and work hard to ensure as smooth a transition as possible from primary academy to our secondary academy. In addition to visits from primary academy children to the academy for a variety of academic and sporting activities we have a taster day for all incoming students each July and have run a successful summer academy for several years which on average over 70 students attend, including those who may struggle more with the transition.

This allows students to settle into the Academy environment and allowed the staff to get to know the students and to make initial assessments of the students and form relationships prior to the start of the new Academy year.

The catchment area varies from relatively prosperous commuter areas for professional families, small towns and rural villages to scattered areas of significant deprivation. Admissions to our schools is administered by the Local Authority.

When our schools/academies are made aware of students who are joining them with disabilities, they make arrangements to meet both the student and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the student starting. All our schools have fully disabled access throughout their buildings. West Lakes Academy has a lift to access the upper floors of the Academy. All steps have handrails situated next to each set of stairs.

7. DEVELOPMENT

7.1 The Purpose and Direction of the Trust's Plan:

Changing Lives Learning Trust:

- has high ambitions for its disabled students and expects them to participate and achieve in every aspect of academy/school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of academy/school life;
- values the individual and the contribution they make to all aspects of academy/school life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the academy/school;
- is committed to embracing equal opportunities for all members of the academy/school community.

7.2 Information from Student Data and Trust Audit

Changing Lives Learning Trust comprises of a mixed comprehensive sponsored academy and 4 primary schools of 1,771 students of which the vast majority (approximately 95.20%) are white-British.

The majority of staff have received equalities training through an on-line learning module. New staff are required to complete this training within 3 months of starting.

We support students to fully participate both in the main curriculum and in extra-curricular activities for example students take part in PE, they participate in the student council and prefect roles, they are ambassadors for the academies/schools and they go on academy/school visits.

All students can access the curriculum. West Lakes Academy is in a new fully disability compliant building which opened in 2012. There is lift access to all upper floors. There are plans which can be implemented in the event of a lift malfunction. Emergency evacuation chairs are sited strategically across the academy in the event of an emergency.

Access arrangements are provided for disabled students including Personal Emergency Evacuation Plans.

The outcomes for disabled students are in line with the national average.

The academies/schools have identified that we have, as at the start of the academic year 2020/2021 no. of students regarded as disabled under the terms of the DDA. These can be grouped as:

- hearing impaired 3 students
- physical mobility problems (non-wheelchair users) 5 students
- visual impairment 4 students
- Asperger's Syndrome 0 students
- ADHD 11 students
- Autistic 23 students
- epileptic 2 students
- Specific Learning Difficulties 22 students

Our annual development plans takes into account the needs of our diverse student population as well as the needs of its wider community. 10 students with a disability currently in feeder nursery/primary schools who may wish to attend our academy/schools have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the feeder schools so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facilities;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their academy/school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the academy/school community.
- Undertake an Accessibility Audit during 2021-22.

7.3 Views of those Consulted during the development of the Plans

The plans are informed by:

- The views and aspirations of disabled students themselves;
- The views and aspirations of the families of disabled students;
- The priorities of the local authority;

- The views of different groups have influenced the plan.

The trust will:

- ensure the development of the plans involves coordination with the Local Authority and ensure that the trust provides the best choices for students wanting to enrol at our academies/schools;
- consult the SEND governors;
- consult staff including specifically SENCo's, heads of year/department, Premises, Health & Safety Committees;
- set up student forums to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLANS

8.1 Increasing the extent to which disabled students can participate in the academy/school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA **Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.**

The academy/school plans to increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the academy/school such as participation in after-academy/school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum. The academy/school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

A detailed action plan has been developed and included as Appendix A for each of our schools.

The plans includes:

- arrangements to improve access to the curriculum through implementing appropriate staff training and development.
- details of which post holders or groups are part of the planning process and who and how this part of the plan will be monitored and evaluated by teachers, academy/school managers and governors.

- a range of elements ensuring that teaching and learning is accessible through academy/school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training

The trust will improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that the academy/school is planning and preparing to respond to the particular needs of individual students.

Trustees/Governors will identify action in the academy/school access plans to enhance teaching and learning opportunities for all those in the academy/school community with disabilities. These may include:

- consideration of whole-academy/school ways of increasing participation in activities such as after-academy/school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of academy/school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the academy/school response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying student peer support mechanisms and the ways that the academy/school has ensured students have a voice in decisions that affect them;
- taking action to ensure that disabled members of the academy/school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.

- enhancing the positive culture and ethos of the trust by undertaking quality marks or other additional intervention to improve the trust's ability to include those with disabilities.

8.2 Improving the physical environment of the academy/school to increase the extent to which disabled students can take advantage of education and associated services:

- investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The trust will take account of the needs of students and visitors 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. This is required regardless of whether the academy/school has students or visitors with disabilities and is preparation for a situation if and when they do.

An accessibility audit is undertaken annually by the Headteacher/Assistant Principal, SEND.

This is reported to the Governors Premises, Health & Safety Committees at each school and the trust Finance and General Purpose Committee with any recommended improvements.

In the event of a fire alarm there are detailed arrangements for each school and procedures for disabled students and their support staff including designated refuge points, with call button and intercom access and evacuation chairs if required. Staff are trained in the use of the evacuation chairs.

The Trust body will consider and record assessment upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the academy/school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of acoustic panels.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works and details on trust's funds delegation to support specific targets.

8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled

The trust will strive to:

- produce all school/academy literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The trust plans to improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy/school and academy/school events. The information should be made available in various preferred formats within a reasonable time frame. The academy/school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Action Plans are prepared and maintained by the Assistant Principal SEND/Head teacher. The plan is reported to the Governors Premises, Health & Safety Committees.

The plan includes:

- making information normally provided by the academy/school in writing to its students – such as handouts, timetables, textbooks, information about academy/school events – available to disabled students.
- Informing readers that academy/school published material is available in a selection of formats.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at academy/school meetings etc.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students who have difficulties in accessing information.

8.4 Financial Planning and Control

The Principal/Headteacher, with the ALG/Senior Leaders, together with the trust Finance and General Purposes Committee, will review the financial implications of the Trust Accessibility Plan as part of the normal budget review process. The objective is that over time academy/schools Accessibility Plan actions will be integrated into the academy/school Development Plans.

Schools/academies will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Headteachers/Principals led by the person responsible at each setting for SEND will undertake a disability audit using a cross section of staff, students and parents.

As a result of the audits, each school will:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;

- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

The trust recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual academy/school development plan on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of academy/school buildings;
- questionnaires, responses from stakeholders e.g. parents, students and staff, indicate increased confidence in the academy's/school's ability to promote access to educational opportunities for students with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the academy/school;
- recorded evidence that fewer students are being excluded from academy/school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 Accessing the Academy/School's Plan

The accessibility plans will be published on the academy/school websites and printed copies are available from the academy/schools. To support students and parents with visual impairments the document will be made available in large font.

This will be promoted at parent forums, on parents' evenings and on transition evenings.

The trust will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Trustees, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools and academies including special schools;
- seeking support/advice from outside the academy/school, from services, other agencies and organisations;
- ensuring that the academy/school is aware of all support services that provide advice to academies and staff.

10. RELATED POLICIES

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and Procedures
- Special Educational Needs and Disabilities
- Educational Visits
- Whole Academy Behaviour
- Academy Development Plan
- Academy Management Plan
- Complaints Procedures
- Keeping Children Safe in Education
- Remote Learning Policy
- Supporting Students with Medical Conditions
- Intimate Care Policy
- Exclusion Policy

ARLECDON PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: June 2021

Date for next Review: June 2024

Senior Member of staff responsible for the Plan: Wendy Figes, Headteacher

Governors and Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group and the Chairs of:

- Premises, Health & Safety Committee
- Performance & Quality Committee
- Finance and General Purposes Committee

ARLECDON PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE CURRICULUM ACCESS AT ARLECDON PRIMARY SCHOOL**

| Target | Strategy | Outcome | Timeframe and who responsible | Achievement |
|---|--|--|---|--|
| Expanding the management of SEND to allow for shared knowledge and succession planning | Shared SEND resources across trust using Share point Shared One Drive folders allowing several staff to contribute and upload documents and work on them in real time IEPs to be uploaded to CPOMs for easy access by SLT SEND training for staff member Opportunities for trainee SENCO to lead Early Helps, liaise with professionals and organise paperwork | Succession plan in place Reduction in workload for SENCo SENCo on each site at all times allows for quick responses and better oversight of IEPs and Early Help progress | Senior leaders SENCo Started in 2020-21 | Key person for SEND will be on site all the time. |
| Training for all relevant staff in teaching children with a visual impairment. | Two pupils with visual impairment in school. Staff to receive training from school's SEND link from the Visual Impairment Team. This includes how to manage resources (IPADs) to support this. | Staff feel confident with support for this student. Adaptions/ scaffolds in evidence in lessons. Accelerated pupil progress. Support for student in practical lessons/ playground is evident. | SENCo C Murray (KS2 lead) By Dec 2021 | Staff will be better able to support visually impaired students. |
| Training for staff in the Scaffolding support for pupils with SEND in the classroom to ensure access to the whole curriculum. | Metacognition training for all staff (2020-21) SEND review trust-wide and regular sharing of good practice. Training in scaffold supports during Curriculum INSET sessions and part of regular cross school teacher meetings with coordinators | SEND children observed accessing the curriculum alongside peers with additional scaffolds (including knowledge organisers) Progress for SEND pupils is accelerated. Reduction in pupils requiring a different curriculum to their peers. | SENCo Senior Leaders On-going Curriculum Inset Sept 2021 | Improved self-regulation and progress for SEND pupils. |

APPENDIX A

| | | | | |
|---|--|---|---|---|
| All trips, visits and extra-curricular activities are planned to ensure the participation of the whole range of students. | Trips/ visits coordinator (NH) to work across the schools to support planning for all students and inclusivity. | All pupils included in trips/ visits as reflected in risk assessments | NH SENco On-going | Improved access to wider opportunities for SEND pupils. |
| Classrooms are optimally organised to promote the participation and independence of all students. | Metacognition training for all staff (2020-21) Training in place to support changes in the curriculum offer which promote this approach. | Observations show access to the curriculum independently and use of scaffold supports to access learning including use of knowledge organisers and working walls | Senior Leaders In place from Sept 2021 | Improved self-regulation and progress for SEND pupils. |
| The Engagement Model is utilised to assess pupils working below NC levels | Training for relevant staff (2020-21) Cross school agreement in terms of paperwork and processes for assessing pupils Cross school moderation of paperwork across the trust | Engagement Model used to plan and assess pupils with severe needs in school. Evidence of progress using this model is clear. | SENco 2021-22 | Pupils with severe needs are provided with bespoke plans which match their needs. |
| Review of IEP format to include Engagement Model philosophy, wellbeing targets and an on-going approach to SEND targets | SEND review Trust-wide and regular sharing of good practice. IEP format agreed (July 2021) and shared with staff (September 2021) for use in school alongside training. SENCo moderation of IEPs | IEPs include information regarding how pupils learn and the steps to ensuring wellbeing for these vulnerable pupils. IEP moderation shows progress for pupils in all targets and evidence in assessment outcomes | SENco In use from Sept 2021 | Pupil IEPs are a useful document which places the child at the very heart of the plan. |
| Training to support pupils with communication difficulties is embedded in classroom practice | Makaton training for relevant staff (2020-21) is evidenced in planning for key pupils and classroom practice | Pupils and staff communicate using Makaton. | 2020-21 | Staff are using Makaton within the classroom in some circumstances to support pupils with communication issues. |
| Information Technology will enhance learning for less able learners | All staff to be given a work IPAD for class use with groups allowing for improvements in the delivery of one to one provision, especially for pupils with visual impairment/ ASD | Observations evidence IT benefiting the accessibility of the curriculum for students with learning needs and disabilities | 2021-4 | Improved self-regulation and progress for SEND pupils. |

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| | <p>Pupils in all Key Stages to utilise an IPAD to enhance learning, including access to reading material which can be re-sized and managed to support pupils with dyslexia, ASD and visual impairment.</p> <p>Whiteboards to be replaced to allow for better connectivity in class and an improved clarity of picture on screen</p> | | | |
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ARLECDON PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE PHYSICAL ACCESS AT ARLECDON PRIMARY**

| Item | Activity | Timescale | Cost £ | Responsibility |
|--|---|---------------------------|-------------------|-----------------------|
| Disabled access to school | Ensure disabled access to the school office is in place through the creation of a sloped access at the front of school | In place by December 2021 | £ 6,000 | WLMAT/ SB |
| Ensure persons with disabilities have appropriate access to welfare facilities | Re-modelling of wrap-toilet areas to allow for disabled toilet and shower area | In place by December 2021 | £21,000 | WLMAT/ SB |
| Ensure adequate electric points to allow for charging of equipment for pupil need | Review of current provision Electrical work planned as a CIF bid which will include whole school upgrade and additional points for sockets | Complete by 2023 | £ unknown | WLMAT/ SB |
| Fire and emergency evacuation procedures to be in place for those with additional needs. | Ensure all staff are aware of procedures for emergency and build this into regular training schedule and fire drills evacuation for those with additional needs. Bespoke plans created as required by SENCo. | 2021-23 | £none | SLT/ SENCo/ SB |

ARLECDON PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ARLECDON PRIMARY**

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|---|--|-----------|---|
| Availability of written material in alternative formats. | <p>Prioritise the use of email/ online systems of information/ communication.</p> <p>Allow parents to request written information or speedy access to staff for face to face contact</p> <p>Review notice boards to ensure key messages are easy to find and easy to understand</p> | Information available in a variety of formats to ensure all families can access relevant information in a timely way | 2021-22 | Equality of access to information will enhance communication. |
| Review website to support navigation and easy access to relevant information for staff and pupils | <p>New website to be created and up and running by September 2021, this is a trust-wide plan</p> <p>Focus group to review website and suggest improvements which will be implemented</p> <p>Website regularly updated to ensure relevance and ease of navigation</p> | Website is easy to use and the main area for the community to find information | 2021-22 | Equality of access to information will enhance communication. |
| Gather parents/carers feedback as to the quality of communication to seek their opinions as to how to improve. | <p>Regular reviews of communication with parents and carers using Microsoft forms</p> <p>Parental engagement group created to oversee communication and suggest any changes</p> | Evidence for SLT/ governors/ WLMAT that parents and the community are consulted and suggestions for improvements considered and actioned | 2021-3 | Improved communication which will enhance relationships within the community. |
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Dearham Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- Full Governing Body/SEN Governor/relevant sub-committee
- Staff
- Parents/carers
- Pupils/school council

The plan was approved on:

Date of Accessibility Plan: June 2021

Date for next Review: June 2024

Senior Member of staff responsible for the Plan: Jacqui Wilson - Headteacher

Governors & Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group
and the Chairs of:

- .Premises, Health & Safety Committee
- .Performance & Quality Committee
- .Finance and General Purposes Committee

DEARHAM PRIMARY SCHOOL ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE CURRICULUM ACCESS AT DEARHAM PRIMARY SCHOOL**

| Target | Strategy | Outcome | Timeframe and people responsible | Achievement |
|--|---|---|---|---|
| Review and refresh training for all staff in using the sensory room with pupils | SENDCo to lead training | All staff have clear understanding of the needs of pupils with complex needs and what the room can offer | Autumn 2021 start Senco | Sensory impaired children successfully included in all aspects of school life. |
| Training for all new staff in the identification of and teaching children with ASD and other specific learning difficulties. | All staff attend appropriate training. Outreach provision from external agencies. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Autumn 2021 SENCO and Head | Children with ASD are successfully included in all aspects of school life. |
| All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school and extra-curricular provision to ensure compliance with legislation | All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Spring 2022 Head | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | January 2022 Head and teaching staff | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school. | Whole school community aware of issues relating to Access | June 2022 SENCO and Head | Society will benefit by a more inclusive school and social environment |
| Review TA deployment | Establish when they are available to support children each day that | Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. | Reviewed Annually SLT | Children who need individual adult support to participate in some activities have access to this support. |

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| | may be different to their current working hours. | | | |
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IMPROVING THE PHYSICAL ACCESS AT DEARHAM PRIMARY SCHOOL

| Target | Strategy | Outcome | Timeframe and people responsible | Achievement |
|--|--|---|--|---|
| Ensure that all signage is compliant and consistent | Review with Trust H&S officer | All signage consistent | Autumn 2022 Head and H&S team | School accessible for all |
| Ensure that access into school is open to all | Ensure all ramps and steps are kept free from clutter | All areas accessible | Autumn 2021 Head | All school areas are accessible for all |
| Visibility within school is maximised | Review all internal doors to ensure a vision panel is accessible | Visibility maximised | Autumn 2022 Head | Increase in visibility to all school activities for all disabled pupils |
| Classrooms and routes within school are clear | Remove all surplus furniture from routes within school | Accessibility within school is maximised | Autumn 2021 and on going Head and Site team | All school areas are accessible for all |
| Ensure that there are clear emergency evacuation procedures for all staff. | Review current procedures to ensure all staff are up to date with roles and evacuation routes from building. Staff to walk through before practice with the children | Whole school community aware of issues relating to Access | Autumn 2021 Head | All school areas are accessible for all |
| Ensure there is safe refuge in case of fire | Establish where the point of refuge is and add to disaster recovery plan | Clearly understood procedures and safety at all time for pupils and staff | Reviewed Annually Head | Clearly understood procedures and safety for all |

IMPROVING WRITTEN ACCESS AT DEARHAM PRIMARY SCHOOL

| TARGET | STRATEGY | OUTCOME | TIMEFRAME and people responsible | ACHIEVEMENT |
|---|---|---|-------------------------------------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing Head | Delivery of information to disabled pupils improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all | Autumn 2022 Head | Delivery of school information to parents and the local community improved |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | Send out survey to parents regarding quality of communication. | School is more aware of the opinions of parents and acts on this. | July 2021 and then annually Head | Parental opinion is surveyed and action taken appropriately. |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials. | All school information available for all | Autumn 2022 Head | Delivery of school information to pupils & parents with visual difficulties improved. |
| Raise the awareness of adults working at and for the school on the importance of good communications systems. | Arrange training courses. Including Makaton | Awareness of target group raised | Ongoing from Autumn 2022 Head | School is more effective in meeting the needs of pupils. |

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- SEND Governor
- Staff (teaching and support)/SENCo/heads of year
- Parents and carers
- Students/Academy council

The plan was approved on:

Date of Accessibility Plan: June 2021

Date for next Review: June 2024

Senior Member of staff responsible for the Plan: Tanya Peers Headteacher and Liz Humes
SENDCO

Governors and Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group and the Chairs
of:

- Premises, Health & Safety Committee
- Performance & Quality Committee
- Finance and General Purposes Committee

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE CURRICULUM ACCESS AT FLIMBY PRIMARY SCHOOL**

| Target | Strategy | Outcome | Timeframe and who responsible | Achievement |
|--|--|--|---|--|
| Training for all staff in teaching children with a hearing impairment. | Hearing Impaired Service to lead training in use of Radio Aid and general understanding of the needs of a hearing impaired child. | All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. | September 2021 SENCo | Hearing impaired child is successfully included in all aspects of academy life. |
| Training for staff in the identification and teaching of children with ASC and other specific learning difficulties. | All staff attend appropriate training. Outreach provision from external agencies. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Ongoing throughout 2021 - 2024 SENCo | Children with specific learning difficulties are successfully included in all aspects of academy life. |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of academy. | Whole school community aware of issues relating to Access | Planned training throughout 2021 -2024 SENCo | Society will benefit by a more inclusive academy and social environment |
| Review TA deployment | TA's to deliver targeted interventions eg. ELSA/ RWI FastTrack/ Drawing and Talking/ Lego Therapy. | Staff are trained to deliver specific interventions. | Reviewed Annually Headteacher SENCo | Children who need individual adult support will make accelerated progress. |
| Training for staff in the Scaffolding support for pupils with SEND in the classroom to ensure | Metacognition training for all staff (September 2021) | SEND children observed accessing the curriculum alongside peers with additional scaffolds (including knowledge organisers) | SENCo All teaching staff Inset Sept 2021 | Progress for SEND pupils is accelerated. |

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| access to the whole curriculum. | Trust-wide regular sharing of good practice. | | | Reduction in pupils requiring a different curriculum to their peers. |
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FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE PHYSICAL ACCESS AT FLIMBY PRIMARY SCHOOL**

| Item | Activity | Timescale | Cost £ | Responsibility |
|--|---|-----------------------------|-------------------|--|
| Disabled parking bay and sign | Designated bay is installed. Car parking access to be reviewed. | Before 2024 | | Headteacher |
| Accessible Toilet | Adequate provision for younger children who are not yet toilet trained / have additional needs. | 2022/2023 | | Headteacher/ Business Manager |
| Fire and emergency evacuation procedures to be in place for those with additional needs. | Need to regularly review the escape strategy, management controls and staff training needed as appropriate. | Ongoing from September 2021 | | Business Manager/ Fire Warden/ SENDCo |

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT FLIMBY PRIMARY SCHOOL**

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|--|--------------------------|---|
| Make school brochures, newsletters and other information for parents in enlarged formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information offered to parents in enlarged formats if required. | Ongoing Administrator | Delivery of academy information to parents and the local community improved. |
| Gather parents /carers feedback as to the quality of communication to seek their opinions as to how to improve. | Parental feedback regarding quality of communication. | School is more aware of the opinions of parents and acts upon this. | Summer Term Annually. | Parental opinion is gathered and action taken appropriately. |
| To improve parental/ carer knowledge and understanding of additional needs | Items to be added to Newsletter/ Facebook/ emails where appropriate. | Parents are better informed about additional needs and disabilities. | Ongoing Half Termly | Parents will be better prepared when talking to their children about additional needs and disabilities. |

THORNHILL PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: June 2021

Date for next Review: June 2024

Senior Member of staff responsible for the Plan: Wendy Figes, Headteacher

Governors and Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group and the Chairs of:

- Premises, Health & Safety Committee
- Performance & Quality Committee
- Finance and General Purposes Committee

THORNHILL PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE CURRICULUM ACCESS AT THORNHILL PRIMARY SCHOOL**

| Target | Strategy | Outcome | Timeframe and who responsible | Achievement |
|---|--|--|---|---|
| Expanding the management of SEND to allow for shared knowledge and succession planning | Shared SEND resources across trust using Share point Shared One Drive folders allowing several staff to contribute and upload documents and work on them in real time IEPs to be uploaded to CPOMs for easy access by SLT SEND training for staff member Opportunities for trainee SENCO to lead early helps, liaise with professionals and organise paperwork | Succession plan in place Reduction in workload for SENCo SENCo on each site at all times allows for quick responses and better oversight of IEPs and Early help progress | Senior leaders SENco Started in 2020-21 | SENCo on school site at all times for a rapid response and better oversight of SEND pupils. |
| Training for all relevant staff in teaching children with a visual impairment. | Two pupils with visual impairment in school. Staff to receive training from school's SEND link from the Visual Impairment Team. This includes how to manage resources (IPADs) to support this. | Staff feel confident with support for this student. Adaptions/ scaffolds in evidence in lessons. Accelerated pupil progress. Support for student in practical lessons/ playground is evident. | SENCo C Murray (KS2 lead) By Dec 2021 | Improved outcomes for visually impaired pupils. |
| Training for staff in the Scaffolding support for pupils with SEND in the classroom to ensure access to the whole curriculum. | Metacognition training for all staff (2020-21) SEND review Trust-wide and regular sharing of good practice. Training in scaffold supports during Curriculum INSET sessions and part of regular cross school teacher meetings with coordinators | SEND children observed accessing the curriculum alongside peers with additional scaffolds (including knowledge organisers) Progress for SEND pupils is accelerated. Reduction in pupils requiring a different curriculum to their peers. | SENCo Senior Leaders On-going Curriculum Inset Sept 2021 | Improving self-regulation will support the progress of SEND learners. |

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| <p>All trips, visits and extra-curricular activities are planned to ensure the participation of the whole range of students.</p> | <p>Trips/ visits coordinator (NH) to work across the schools to support planning for all students and inclusivity.</p> | <p>All pupils included in trips/ visits as reflected in risk assessments</p> | <p>NH SENco On-going</p> | <p>Equality of access to wider opportunities will enhance pupil experience.</p> |
| <p>Classrooms are optimally organised to promote the participation and independence of all students.</p> | <p>Metacognition training for all staff (2020-21) Training in place to support changes in the curriculum offer which promote this approach.</p> | <p>Observations show access to the curriculum independently and use of scaffold supports to access learning including use of knowledge organisers and working walls</p> | <p>Senior Leaders In place from Sept 2021</p> | <p>Improving self-regulation will support the progress of SEND learners.</p> |
| <p>The Engagement model is utilised to assess pupils working below NC levels</p> | <p>Training for relevant staff (2020-21) Cross school agreement in terms of paperwork and processes for assessing pupils Cross school moderation of paperwork across the trust</p> | <p>Engagement model used to plan and assess pupils with severe needs in school. Evidence of progress using this model is clear.</p> | <p>SENco 2021-22</p> | <p>The IEPs will put the child at the centre of the plan and outcomes for pupils will improve as a consequence.</p> |
| <p>Review of IEP format to include Engagement model philosophy, wellbeing targets and an on-going approach to SEND targets</p> | <p>SEND review Trust-wide and regular sharing of good practice. IEP format agreed (May 2021) and shared with staff (June 2021) for use in school alongside training. SENCo moderation of IEPs</p> | <p>IEPs include information regarding how pupils learn and the steps to ensuring wellbeing for these vulnerable pupils. IEP moderation shows progress for pupils in all targets and evidence in assessment outcomes</p> | <p>SENco In use from Sept 2021</p> | <p>The IEPs will put the child at the centre of the plan and outcomes for pupils will improve as a consequence.</p> |
| <p>Training to support pupils with communication difficulties is embedded in classroom practice</p> | <p>Makaton training for relevant staff (2020-21) is evidenced in planning for key pupils and classroom practice</p> | <p>Pupils and staff communicate using Makaton.</p> | <p>2020-21</p> | <p>Makaton will improve communication for pupils with needs in this area.</p> |
| <p>Information Technology will enhance learning for less able learners</p> | <p>All staff to be given a work IPAD for class use with groups allowing for improvements in the delivery of one to one provision, especially for pupils with visual impairment/ ASD</p> | <p>Observations evidence IT benefiting the accessibility of the curriculum for students with learning needs and disabilities</p> | <p>2021-4</p> | <p>Improved outcomes for a range of learners where ICT improves their access to learning.</p> |

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| | <p>Pupils in all Key Stages to utilise an IPAD to enhance learning, including access to reading material which can be re-sized and managed to support pupils with dyslexia, ASD and visual impairment.</p> <p>Whiteboards to be replaced to allow for better connectivity in class and an improved clarity of picture on screen</p> | | | |
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THORNHILL PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE PHYSICAL ACCESS AT THORNHILL PRIMARY**

| Item | Activity | Timescale | Cost £ | Responsibility |
|--|---|------------------|---|---------------------------------------|
| Disabled parking bay(s) and signs | Plan for disabled parking and access to school to support wheelchair user pupil Disabled access to school is improved | 2021-22 | £ markings | SLT/ Business Manager |
| Ensure adequate electric points to allow for charging of equipment for pupil with severe needs | Review of current provision Electrical work planned as a CIF bid which will include whole school upgrade and additional points for sockets | Complete by 2024 | £ unknown | SENco/ Business Manager / WLMAT |
| Ensure pupils in EYFS with disability can have full access to the curriculum in and outside | Purchase/ hire of mobile hoist to allow pupils to transfer from floor/ seating/ chair Consultation with EYFS SEN team and Occupational Therapist regarding required adaptations to current provision which would allow access and higher levels of inclusion for SEND pupils with severe needs | 2021-22 | £unknown but part of care package for pupil | SENco/ SLT |
| Fire and emergency evacuation procedures to be in place for those with additional needs. | Ensure all staff are aware of procedures for emergency evacuation for those with additional needs. Bespoke plan created for several pupils with needs. | 2021-22 | £none | SLT/ SENco |

THORNHILL PRIMARY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT THORNHILL PRIMARY**

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|---|--|-----------|---|
| Availability of written material in alternative formats. | <p>Prioritise the use of email/ online systems of information/ communication.</p> <p>Allow parents to request written information or speedy access to staff for face to face contact</p> <p>Review notice boards to ensure key messages are easy to find and easy to understand</p> | Information available in a variety of formats to ensure all families can access relevant information in a timely way | 2021-22 | Equality of access to information will enhance communication. |
| Review website to support navigation and easy access to relevant information for staff and pupils | <p>New website to be created and up and running by September 2021- Trust-wide plan</p> <p>Focus group to review website and suggest improvements which will be implemented</p> <p>Website regularly updated to ensure relevance and ease of navigation</p> | Website is easy to use and the main area for the community to find information | 2021-22 | Equality of access to information will enhance communication. |
| Gather parents/carers feedback as to the quality of communication to seek their opinions as to how to improve. | <p>Regular reviews of communication with parents and carers using Microsoft forms</p> <p>Parental engagement group created to oversee communication and suggest any changes</p> | Evidence for SLT/ governors/ WLMAT that parents and the community are consulted and suggestions for improvements considered and actioned | 2021-4 | Improved communication which will enhance relationships within the community. |
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WEST LAKES ACADEMY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- SEND Governor
- Staff (teaching and support)/SENCo/heads of year
- Parents and carers
- Students/Academy council

The plan was approved on:

Date of Accessibility Plan: June 2021

Date for next Review: June 2024

Senior Member of staff responsible for the Plan: Abby Deeks Vice Principal SEND

Governors and Committees responsible:

Chair of Governors, with the Vice Chair of Governors, the Academy Leadership Group and the Chairs of:

- Premises, Health & Safety Committee
- Performance & Quality Committee
- Finance and General Purposes Committee

WEST LAKES ACADEMY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE CURRICULUM ACCESS AT WEST LAKES ACADEMY**

| Target | Strategy | Outcome | Timeframe and who responsible | Achievement |
|---|---|--|---|--|
| Training for staff in the identification of and teaching children with ASD and other specific learning difficulties. | All staff attend appropriate training. Outreach provision from external agencies. Sessions with LA specialists – drop in sessions after academy day. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Ongoing throughout 2021-2023 SENCo | Children with ASD are successfully included in all aspects of academy life. |
| To develop a sensory inclusive space for those students whose disabilities leave them overwhelmed when faced with long periods of exposure to full academy life | To explore the possibility of creating or re-developing a space where students would be able to experience the opportunity to reduce sensory overload | Students are able to access the full curriculum without feeling overloaded by the pace of academy life | March 2021 Principal SENCo Facilities Manager | Children who experience sensory overload due to a disability have above average attendance and access the full curriculum |
| Training for staff to deliver lessons which are responsive to diversity and the needs of students | Training and workshops for lesson planning which have high expectations of all students regardless of disability | Staff are confident in planning lessons which fully acknowledge and are responsive to diversity of students. | Ongoing as identified through need. Vice Principal – SEND SENCO | The culture and ethos of the academy is fully inclusive and all students whatever their disability are able to access the curriculum |

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| All out-of-academy and extra-curricular activities are planned to ensure the participation of the whole range of students. | Review all out-of-academy and extra-curricular provision to ensure compliance with legislation. | All out-of-academy and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | September 2021-2022 Vice Principal – SEND EVC coordinator | Increase in access to all academy activities for all disabled students |
| Classrooms are optimally organised to promote the participation and independence of all students. | Review and implement a preferred layout of furniture, technology and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual students | December 2021 Vice Principal – SEND | Increase in access to the Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of academy. | Whole academy community aware of issues relating to Access | All staff within three months of starting. Vice Principal – SEND | Society will benefit by a more inclusive academy and social environment |
| Review TA deployment | Assign key workers to students Nurture groups during 1-1 time and at lunchtime TAs to take part in PE. | Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. | Reviewed Annually Vice Principal – SEND SENCo | Children who need individual adult support to participate in some activities have access to this support. |
| Staff to remain familiar with technology that is available to assist disabled students in accessing the curriculum | Staff training regarding assistive technology available to support disabled students in accessing the curriculum | Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum | Reviewed Annually SENCo Digital Innovator | Disabled students are able to successfully access all areas of the curriculum that is responsive to their needs |
| Continue to ensure PE activities are accessible by all, including activities | Liaise with outside agencies as required for | PE curriculum is adapted to meet the needs of all students | SENCo HoD PE | All students, regardless of disability, can take part in PE lessons |

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| that do not need physical strength or fine motor skills | any adaptations needed for individual students | | | |
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WEST LAKES ACADEMY ACCESSIBILITY PLAN 2021 - 2024**IMPROVING THE PHYSICAL ACCESS AT WEST LAKES ACADEMY**

| Item | Activity | Timescale | Cost £ | Responsibility |
|--|---|------------------|-------------------|--|
| Disabled parking bay(s) and signs | Five designated bays are installed. There is adequate provision. Monitor use throughout the year and assess whether additional bays are required. | 2021-22 | | Facilities Manager |
| Dropped kerbs either side of main vehicle entrance. | Dropped kerbs are in place at all pedestrian walkways. Monitor and implement dropped kerbs if any changes to pedestrian walkways are made. | 2021-22 | | Facilities Manager |
| Student access to practical science. | <ul style="list-style-type: none"> • Rise and fall lab desk available for wheelchair access • Consider lower level unit containing sink, gas tap and electrical sockets to support access to students in wheelchairs | November 2021 | | Vice Principal SEND & Facilities Manager |
| Access to Reception | <ul style="list-style-type: none"> • Full disabled access via motion sensor doors allows full access for disabled or wheelchair users. • Lowered section on the desking permits visual interaction between receptionist and wheelchair users. • Monitor via Receptionists of any access issues particularly around potential hearing disability issues | Ongoing | | Vice Principal SEND |
| Accessible toilet | Monitor via student council and parents' voice whether there are adequate numbers and in the required locations. | November 2021 | | Vice Principal SEND |
| Fire and emergency evacuation procedures to be in place for those with additional needs. | <ul style="list-style-type: none"> • Regular training for staff in the use of evac chairs. • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. | Ongoing | | Vice Principal SEND & Facilities Manager |

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| | <ul style="list-style-type: none"> • PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. • Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. | | | |
| Visible Impairment Edge Identification | <ul style="list-style-type: none"> • Ensure appropriate edges are marked with correct tape for visually impaired children and visitors are aware of edges and gaps | October 2021 | | Facilities Manager |
| Loop System | <ul style="list-style-type: none"> • Investigate loop system to reception and Performance Hall to assist students and parents with hearing disabilities | October 2021 | | Facilities Manager |

WEST LAKES ACADEMY ACCESSIBILITY PLAN 2021 - 2024

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WEST LAKES ACADEMY

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|--|---|--|--|
| Availability of written material in alternative formats. | The academy will make itself aware of the services available through the LA for converting written information into alternative formats. | The academy will be able to provide written information in different formats when required for individual purposes. | Ongoing Vice Principal SEND | Delivery of information to disabled students improved. |
| Make available academy brochures, academy newsletters and other information for parents in alternative formats. | Review all current academy publications and promote the availability in different formats for those that require it. | All academy information available for all. | Ongoing WLA Social Media Officer Vice Principal SEND | Delivery of academy information to parents and the local community improved. |
| Gather parents / carers feedback as to the quality of communication to seek their opinions as to how to improve. | Seek parents' feedback regarding quality of communication. | Academy is more aware of the opinions of parents and acts on this. | December 2021 Principal | Parental opinion is gathered and action taken appropriately. |
| Review documentation with a view of ensuring accessibility for students with visual impairment. | Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials. | All academy information available for all. | Autumn 2021 Vice Principal SEND | Delivery of academy information to students & parents with visual difficulties improved. |