

# **Atwood Primary Academy**

# **Accessibility Plan**



**Date: September 2021**

**Review Date: September 2022**

**(or to meet new legislation and practices)**

Signed By: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- *Increase the extent to which pupils with a disability can participate in the curriculum*
- *Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided*
- *Improve the availability of accessible information to pupils with a disability*

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Atwood Primary Academy we believe that all children are entitled to an education that helps them make the best possible progress, become confident individuals and feel that they are a valued member of the wider school community. We are an inclusive school that values the different experiences, capabilities and strengths of each child in a caring, supportive environment that provides equal opportunities for all. We aim to provide access, participation and success for children with a range of needs. We are committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, understanding, support and awareness within the school.

The school supports any available partnerships to develop and implement the plan. The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled. Changes to our practices may be necessary to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent as a person without that disability.

The Equality Act 2010 provides the example:

In a school setting, the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently.

The Equality Act 2010 states:

The law on disability discrimination works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

## Definition

*“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.*

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes and epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- *Mobility.*
- *Manual dexterity.*
- *Physical co-ordination.*
- *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.*

Under the Special Educational Needs and Disability (SEND) 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

It shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to

accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables and information about the school and school events.

**Review of previous year's aims:**

Aim	Current good practice	Objectives-short, medium, long	Actions	Person responsible	Date	Progress
Increased access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Short term: for big events or meetings in school (e.g. parents evening) all parents and carers will be asked if the school needs to make any specific arrangements for accessibility for families	Whole staff training on ISP SMART targets	Inclusion Manager	July 21	Target met
	We use resources tailored to the needs of pupils who require support to access the curriculum.		All letters and return slips will be sent out with an option to fill out necessary access arrangement details	KN	July 21	
	Curriculum progress is tracked for all pupils, including those with a disability.	Short term: ensure access plans are created for pupils with disabilities as part of the ISP process	Ensure medical care plans and ISPs are up to date and in line with 'Supporting pupils with medical needs' policy	AHT	July 21	
	Targets are set effectively and are appropriate for pupils with additional needs.	Long term: ensure all teachers' desktops have Dyslexia friendly font licenced on them to increase accessibility to smart board and printed worksheets	Identify training gaps through surveys/staff discussions and classroom observations	Inclusion Manager	July 21	Target met
The curriculum is reviewed to ensure it meets the needs of all pupils.	Specific SMART targets created for children with SEND needs.					

	Specific accessibility plans are created for pupils who require additional arrangements due to physical disabilities.		Research licensing costs and factor this is to upcoming academic year cost		July 21	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps in main entrance areas of the school and Nursery</li> <li>Corridor Width</li> <li>A disabled parking bay</li> <li>A disabled toilet</li> <li>Library shelves at wheelchair accessible height</li> <li>Handrails on stairs</li> <li>Lunchtime clubs are accessible for pupils with disabilities</li> <li>clear visual signage</li> </ul> <p>We have a well-being room and sensory garden to support pupils with sensory and anxiety needs.</p>	<p>Long term: available playground equipment is suitable for use by physically challenged pupils</p> <p>Medium term: chairs in main entrance are suitable for those with restricted mobility</p> <p>Short term: Outside lighting ensures there is improved vision and safety when walking in outside areas during times of poor visibility. Consider use of Cats Eyes up driveway area</p>	Acquire resources and budget to install appropriate and necessary equipment for sensory room to be effective	RV	July 21	Target met
			Audit of current resources, match resources to current needs of pupils	KT/KS	July 21	Target met
			Audit minuted with review evidence	Accessibility working party	July 21	Target met
			Audit minuted with review evidence	S O'C	July 21	Target met

<p>Yellow lines/strips are painted in appropriate areas for those who are visually impaired.</p> <p>We take part in and hold additional sporting activities for those children with additional needs and disabilities.</p>	<p>Medium term: accessibility of ICT for pupils with disabilities</p>	<p>Audit minuted with review evidence</p>	<p>S O'C</p>	<p>July 21</p>	<p>Target met but will need repainting again two year on from wear.</p>
		<p>Refresh the paint on current areas to heighten visibility</p>			
		<p>Audit minuted with review evidence</p>	<p>S O'C</p>	<p>July 21</p>	<p>Target met</p>
		<p>Audit minuted with review evidence</p>	<p>S O'C/ RV</p>	<p>July 21</p>	<p>Target met</p>
		<p>Review in-school sporting opportunities for pupils with disabilities</p>		<p>July 21</p>	
<p>Ensure worktops are at the right height for disabled access and audit</p>	<p>LB</p>	<p>July 21</p>	<p>Target met: panathlon in school and entered into local panathlons.</p>		

			minuted with review evidence	S O'C	July 21	
Improve the communication of information to pupils and parents with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:  Internal signage Pictorial and symbolic representations (using Communicate in Print program) Sound systems/induction loops in classrooms (1 class in every year group)	Ensure maintenance of loop systems are up to date	Regular checks of loop system and updates/repairs made where necessary	S O'C	Ongoing termly checks	Target met
		Long term: school décor will provide appropriate contrast and harmony for pupils with visual impairment, autism and epilepsy.	Begin to simplify displays and minimise overload of colour and sensory input in corridors and communal areas. Long term goal: classrooms.	RV	July 21	Target met
		Long term: improve the availability of written material in alternative formats for all pupils.  Medium term: Promote further awareness of support networks for families through the website	Review available resources such as coloured paper, overlays and available font on ICT devices. Research licensing costs and factor this in to upcoming academic year cost  Set up parent workshops to	HC	July 21	Target partially met- overlays and paper in place. Ipas have clicker installed. Next step: dyslexia friendly font on teachers computers for SMART presentations.
				KS/HC	July 21	



		and through parent support meetings.	promote the Local Offer and to provide training.			Target met: SEND section of newsletter
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**New aims:**

Aim	Current good practice	Objectives-short, medium, long	Actions	Person responsible	Date	Progress
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps in main entrance areas of the school and Nursery Corridor Width A disabled parking bay A disabled toilet Library shelves at wheelchair accessible height Handrails on stairs	Short term: Outside lighting ensures there is improved vision and safety when walking in outside areas during times of poor visibility. Consider use of Cats Eyes up driveway area  Short term: Re-paint yellow lines to heighten visibility of	Review lighting with on-site team and head teacher. On site team to research in to costs of installing Cats Eyes. ( <a href="https://www.pittmantraffic.co.uk/reflective-road-stud-cat-s-eyes.html">https://www.pittmantraffic.co.uk/reflective-road-stud-cat-s-eyes.html</a> )  Work with site team in identifying areas which need re-painting			

	<p>Lunchtime clubs are accessible for pupils with disabilities clear visual signage</p> <p>We have a well-being room and sensory garden to support pupils with sensory and anxiety needs.</p> <p>Yellow lines/strips are painted in appropriate areas for those who are visually impaired.</p> <p>We take part in and hold additional sporting activities for those children with additional needs and disabilities.</p> <p>Chairs in the main entrance are suitable for those with restricted mobility</p> <p>ISP and medical plans are regularly updated and pupils needs are closely monitored.</p>	<p>obstructions and raised surfaces</p> <p>Short term: ensure pupils with physical disabilities and limited mobility have an up to date review with an OT and equipment such as specialist chairs/wheel chairs are in place for them.</p> <p>Medium term: Medical Tracker to be set up so that an effective online system for monitoring medical needs across the school is in place</p>	<p>Review ISPs and check all up to date OT visits have been made with recommendations in place.</p> <p>Research licensing costs and factor this in to upcoming academic year cost</p>			
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<p>Improve the communication of information to pupils and parents with a disability</p>	<p>The school décor provides appropriate contrast and harmony for pupils with visual impairment, autism and epilepsy.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:  Internal signage  Pictorial and symbolic representations (using Communicate in Print program)  Sound systems/induction loops in classrooms (1 class in every year group)</p> <p>Our school promotes further awareness of support networks for families through the website and through parent support meetings.</p>	<p>Short term: Ensure maintenance of loop systems are up to date</p> <p>Medium term:  Advise/research dyslexia friendly font on to staff admin computer so this can be used for letters sent home to parents/carers or out to professionals.</p> <p>Short term: for big events or meetings in school (e.g. parents evening) all parents and carers will be asked if the school needs to make any specific arrangements for accessibility for families</p>	<p>Regular half termly checks of loop system and updates/repairs made where necessary</p> <p>Discuss implementation with Head Teacher and introduce in staff training.</p> <p>Advise admin staff of new procedures and mock up template alongside Inclusion Lead.</p>			
<p>Increased access to the curriculum for pupils</p>	<p>Our school offers a differentiated curriculum for all pupils.</p>	<p>Short term: set up access to audio books from calibre library for those pupils who struggle to access</p>	<p>Research in to cost of licensing for the year alongside USB audio players for each class.</p>			

<p>with a disability</p>	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Specific SMART targets created for children with SEND needs.</p> <p>Specific accessibility plans are created for pupils who require additional arrangements due to physical disabilities.</p> <p>Pupils with additional needs or physical difficulties have access to computer/ICT</p>	<p>written materials. Trial 30 licences for a year to see if this has desired impact.</p> <p>Medium term: Advise/research dyslexia friendly font on to staff computers so this can be used for SMART presentations and worksheets (good dyslexia friendly fonts include: <i>Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans and Ariel with a 1.5 line spacing</i>).</p>	<p>Look into finding funding to resource.</p> <p>Discuss implementation with Head Teacher and introduce in staff training.</p>			
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	<p>based devices for recording. For example, our Ipads have Clicker sentences installed on them</p> <p>Access plans are created for pupils with disabilities as part of the ISP process.</p>					
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## **Review**

The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school annually in order to inform the development of a new Accessibility Plan for the ongoing period.

## **Accountability**

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan annually.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

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

Equality Guidance  
Health & Safety Policy  
Special Educational Needs and Inclusion Policy  
Behaviour Policy  
School Improvement Plan  
School Prospectus