**Accessibility Plan**



## POLICY FOR DEVELOPING AND REVIEWING OUR

## ACCESSIBILITY PLAN

**Academy Name:** Crookesbroom Primary Academy

**3-year period covered by the policy:** 2021 - 2024

Policy agreed: Robert Harvey

Interim review date: Sept 23

Policy to be reviewed: Sept 2024

**Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for pupils and adults with a disability to take part in the day-to-day life of our academy and benefit from the educational experiences and services we provide.

We aim to ensure that our academy is a welcoming place that understands and responds effectively to pupils and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled pupils and young people:

* They must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
* They must not discriminate for a reason arising in consequence of a child or young person’s disability.
* They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers.
* This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.
* Schools are allowed to treat disabled pupils / young people more favourably than non-disabled pupils / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school’s offer to the same extent that a person without that disability can i.e. to put them on a more level footing with pupils / young people without disabilities
* Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled pupils and young people.
* Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

Academy governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils, and their accessibility plans.

**The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

* an accessibility plan;
* further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

* increasing the extent to which disabled pupils / young people can participate in the school’s curriculum.
* improving the physical environment of the academy for the purpose of increasing the extent to which disabled pupils / young people are able to take advantage of education and associated services provided or offered by the

school; and

* improving the delivery to disabled pupils / young people—

(i)within a reasonable time, and

(ii)in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils / young people who are not disabled.

* An accessibility plan must be in writing.
* During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
* It is the duty of the responsible body to implement its accessibility plan.

Schools and academies have had a duty to produce an accessibility plan since September 2002.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance**;

Pupils & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at academy with medical conditions (2014)

Working Together to Safeguard Pupils (2018)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Pupils Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

**The School’s Context**

We are a Primary Academy for pupils from 3 years to 11 years. The academy comprises of 1 building covering a small site of one storey construction.

In the years 2022/23, we had 1 child /young people identified as having a disability under the given definition.

**The School’s Aims**

***To deliver the highest standards of care, teaching, learning and leadership so that pupils can achieve to their highest potential.***

**Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our academy were identified by a planning group who consisted of**:**

* Head of Academy
* SENCO / Inclusion Manager
* Business Manager

**Process**

Our accessibility plan has been developed as follows:

1. Access audit and review of current activities completed
2. Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3. Goals and targets set which can be measured & include time frames.
4. Consultation with academy staff, AAB and other bodies i.e. parents/ carers,
5. The Plan’s contents checked.
6. Publication of the plan
7. Implemented the plan and allocated adequate resources.
8. Evaluated the plan every 3 years(with the accessibility plan under on-going review and revision as necessary).

In addition to thiswe will;

* continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for pupils / young people so that we can improve the access for both individuals and groups;
* work to provide an atmosphere where all pupils / young people feel safe and valued;
* promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
* examine those parts of our active and extra-curricular activities which may have limited access for pupils / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

**Accessing the School’s Accessibility Plan**

***The accessibility plan will be on the school’s website and available in the policy folder at school.***

**Other Academy Policies & Documentation**

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

* Teaching and Learning Policy
* Equal Opportunities and Diversity
* Health & Safety (including off-site safety)
* Inclusion
* Behaviour Policy
* Academy Prospectus
* Academy Development Plans

Attached is a set of audits and action plans relating to the key aspects of accessibility.

**AUDITS & ACTION PLAN**

**Access Audit**

**Date: 21.09.2023**

**Lead member of staff: Judith Ingram**

**Section 1** The academy can deliver the curriculum to all pupils / young people. Give details of items developed, current practise and things to be developed.

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| Teachers and assistants have trained to teach and support disabled pupils / young people. Staff are confident about meeting the needs of pupils / young people with a disability. | **x** |  |  | **Many staff have taught pupils with disability in the past. If any new child came to Crookesbroom with a disability that staff did not have specific knowledge of – multi agency working would ensure that knowledge would be obtained.**  **Currently (Sept 23) we are working with the Visually Impairment Team to support a Y5 pupil with a visibility** |
| All academystaff and members of the AAB will have access to training on disability equality and inclusion. | **x** |  |  | **SENCO attends termly network meetings both with the local authority and Delta Trust and shares relevant info with all stakeholders.**  **Staff to be offered training via PDM when appropriate or when new updates/ info needs sharing** |
| We take advice to ensure our classrooms are optimally organised and resourced for disabled pupils / young people. | **x** |  |  | **Work closely with local specialist settings to ensure equipment is suitable and allows full access to classroom and academy when required.** |
| Positive images of people with different abilities are apparent in the classrooms and the academ ygenerally. |  | **x** |  | **Discussed as part of PHSCE/ RSE and collective worship. Still need to exploit opportunities to utilise positive images of differing abilities.**  **Positive images of people with different abilities are used throughout the academy in order to discourage discrimination** |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All pupils / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils / young people. | **x** |  |  | All pupils have full access to a broad and balanced curriculum and appropriate support is offered or sourced if its additional to academy resources.  Residential visits and academy visits are available to all pupils (with appropriate adjustment if required) |
| Lessons are responsive to diversity. Lessons allow pupils / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. | **x** |  |  | **RSHE and curriculum ensures diversity is covered within the Academy.** |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. | **x** |  |  |  |
| Staff recognise and allow for the mental effort/additional time required by some disabled pupils / young people, e.g. using lip reading, processing time for pupils / young people on the ASD Spectrum. | **x** |  |  |  |
| When renewing computer hardware and software, machines and materials are chosen to support pupils / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology. |  |  |  | **Assistive technology is not required at the moment but would be made available if need arose.**  **Resources are modified for pupils who may need changes to the traditional work e.g. enlarged texts for VI** |
| Provision of laptops is considered to aid recording and / or communication. | **x** |  |  | **Not currently required. , but have been used in previous years. Would be accessed if required again.**  **Consideration is given to pupils using laptops for pupils who find extended writing to be a barrier.** |
| Academy visits are subject to a regular review to ensure increased levels of access or alternative experience. | **x** |  |  | **All out of academy visits are given full consideration to ensure that they are accessible for everyone. Modifications will be made if required, and no one is excluded.** |
| The academy links with other schools to share good practice. | **x** |  |  | **Within Delta and inclusion network meetings, Pyramid meetings with area schools.** |
| Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. | **x** |  |  |  |
| Access Arrangements are used when appropriate to support pupils / young people with accessing assessments. | **x** |  |  | **Additional time/ use of scribes/ readers to support pupils will be applied for if pupils meet criteria.**  **Pupils in need of sensory breaks/ chunked concentration periods will be provided an alternative time to take the assessments under guidance of DELTA/ SLT and SENDCO** |
| The academy signpost pupils, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS | **x** |  |  | **Positive relationships with all outside agencies.** |
| A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. |  | **X** |  | **AAB reports termly include inclusion updates.**  **All AAB members take an interest in this area** |

**Section 2:** The academy is designed to meet the needs of all pupils / young people.

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| The size and layout of areas allow access for all pupils / young people, including wheelchair users. | **x** |  |  | **Ramps have been fitted and doors widened to ensure allow full access**  **Toilets updated and more accessible to all pupils**  **We have 2 accessible toilets within the academy.** |
| In considering the academy budget there is a clear plan to improve access and resources for those with a disability. | **x** |  |  | **Academy and DELTA Trust ensure that academies are fully accessible and appropriate modifications will be made when and if/ required.**  **Guidance for pupils with VI sought and followed from VI support team e.g. enlarged texts** |
| There is a plan which shows priorities for major and minor works, costed and included in the Academy Improvement Plan. |  |  |  | **N/a at this current time** |
| The academy has procedures to ensure the rigorous maintenance of specialist equipment and facilities. | **x** |  |  | **When required, equipment is maintained appropriately by site manager and/ or outside contractors where applicable.** |
| Emergency and evacuation systems set up to inform all pupils including pupils / young people with SEN, including alarms with both visual and auditory components. | **x** |  |  | **PEEPs to be reviewed and updated termly (last PEEP’s dated Sept 2023)** |
| Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the  standard fire safety provisions within a premises, with a similar level of safety  from the effects of fire as all other occupants. |  |  |  | **See above point**  **PEEPS reviewed if required following practice evacuations.** |
| With regards to *‘Supporting pupils at academy with medical conditions (2014)’,* there a policy in place for the effective and safe administration of medication.  Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils / young people taking medication, those with limited toileting training. | **X**  **x** |  |  | **Policy in place and updated as required.**  **Intimate care letters are completed by parents for permission for staff to change pupils in school if required.** |
| Pathways of travel around the academy site and parking arrangements are safe. Disabled parking spots are available. |  | **x** |  | **Pathways of travel are safe and accessible.**  **Disabled parking spaces available.** |
| There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. | **x** |  |  |  |
| Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI pupils / young people and advice sought from other agencies to take appropriate measures in the classroom. | **x** |  |  | * **Advice, support and guidance are accessed form a wide range of agencies including OT, PT, ASCETS, Heatherwood** |
| The décor and / or signage is not confusing or disorientating for pupils / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI pupils / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. | **x** |  |  | * **Signage is clear and accessible.** * **Letters/ communication can be requested in alternative formats if required** |

**Section 3**: The academy delivers materials in other formats**.**

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| Information is provided in simple language, symbols, large print, on audiotape or in braille for pupils / young people and prospective pupils who may have difficulty with forms of printed information. |  | **X** |  | **Letters/ communications to state alternative versions of information can be requested.** |
| Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams. | **x** |  |  | **Individual adaptations made for pupils where required.** |
| ICT facilities are used to produce written information in different formats as appropriate. | **x** |  |  | **See above** |
| Staff are familiar with technology and practices developed to assist people with disabilities.  External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, academy nurses, Health visitors… | **X**  **x** |  |  | **Familiar with some practices.**  **Support/ advice will be requested from specialist services if required.** |
| There is an effective process to deal with both complaints and positive suggestions from the parents of pupils / young people with a disability. | **x** |  |  | **Parent voice is warmly welcomed and a positive, supportive plan will be constructed co-operatively to ensure provision is appropriate.** |

**Checking the School’s Access Plan**

When a new Access Plan is formulated (every 3 years), a check will be completed prior to publication.

**Lead member of staff: Judith Ingram Date for check: September 2024**

**Reviewed and amended September 2023 by JI**