

Accessibility plan

Audience:	Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	Headteacher – March 2021
Other related policies:	equality, SEND, health & safety, safeguarding
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REAch2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here
Review:	every 3 years or more frequently if national policy requirements or the school's circumstances change
Version number:	1.0 July 2017

REAch2 accessibility plan



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled, and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

	Page
POLICY OVERVIEW	3
Overarching principles	3
Intended impact	3
Roles and responsibilities	3
How this relates to national guidance and requirements	3
Any key definitions	3
IMPLEMENTATION	4
ANNEXES	
Annex1: Beccles Primary Academy Accessibility plan	5

POLICY OVERVIEW

Overarching principles

- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions

Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Regional Director or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request

Date plan was approved by the Headteacher: December 2020

Date of input from governors (if any): December 2020

Date of most recent review: March 2021

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
PHYSICAL ENVIRONMENT				
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Learning Plan process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletters Consider access needs during the recruitment process	SEND Policy Equalities Duty Health and Safety Policy		2020 The SENDCO ensures that information is shared around the access needs of pupils, parents and visitors. Learning Plans are written with teachers so that there is greater awareness of any access arrangements needed.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any potential redesign or decoration.			2015: Consideration of access has taken place in the remodelling of the school Foyer and Library 2017: Access to Family Room from outside ramp if needed 2018: All meeting rooms placed in accessible areas within school or accessed via stair lift. 2020: Access to the Shop via front of School
Improve signage, external access and internal steps in corridor for visually impaired people.	Yellow strip mark step edges			2020: In place and visible

Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plans (PEEPs) for all pupils with difficulties			2015: Fire Marshals assigned, and training completed. Spots marked out on playground making it easier for each class to line to call register.
All fire escape routes are suitable for everyone	Make sure all areas of school have wheelchair access			2018: (January) Fire drill demonstrated all working effectively. Fire Marshals aware of duties. 2019: Staff Walkie-talkies throughout all building, increasing communication 2020: Training updated and Fire Drill (March & Dec) demonstrated all effective
Ensure accessibility of access to IT equipment	Alternative mobile facility for IT equipment to be considered			2015: iPads purchased for individual children to support specific speech and language needs Mobile Laptop Trolley purchased for KS2 so IT access to classrooms is readily available. 2020: All still in p-lace with additional laptops available
CURRICULUM				
Increase confidence of all staff to differentiate the curriculum	Skills analysis for staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	SEND Policy		2015: CPD for all school staff. Whole school Teaching and Learning Policy ensures differentiation is clearly outlined and an essential expectation during lessons. 2017:CPD for differentiation has taken place for teaching staff 2019: Dyslexia training for all staff 2020: SEND CODE of Practice updates and CPD
Ensure Classroom based staff have specific training on disability and access issues				2015: External agencies and providers to deliver specific training sessions One to one meeting with SENDCO ensure that all staff have specific training for children with disabilities in their class 2020: Regular CPD updates have taken place throughout school calendar
Ensure all staff are aware of disabled children's access to the curriculum	Set up a system of individual Learning Plans for disabled children when required	Equality Duty		2020: SENDCO to ensure that all Learning Plans are available to all staff and where necessary provides advice on curriculum access.

	Information sharing with all agencies involved with the child.			
Use ICT software to support learning	To purchase and install relevant software when needed	SEND Policy IT Policy		2015: iPads purchased for individual children to support specific speech and language needs And personalised learning programmes.
Educational visits to be accessible to all children	Develop guidance for all staff when planning a trip Ensure appropriate risk assessments have taken place before trip happens	SEND Policy		2020:EVOLVE Risk Assessment programme being used by all school staff. Monitored by HT and Office Manager
Review PE Curriculum to ensure that it is accessible for all children	Research and implement accessible PE sports Use Disabled Sports Stars as inspiration and motivation for all pupils	SEND Policy		2020: The PE curriculum and spend of PE Premium take into consideration inclusion of all pupils and accessibility for all. 2018: Specific SEN Sport's tournaments held at local school. Planned Paralympic R2 Sports
WRITTEN/OTHER INFORMATION				
Review all information and policies to parents/carers ensuring that it is accessible	Provide all information and letters in clear print and <i>straightforward</i> English. The school office to support and help parents to access information and complete school forms Ensure any information and documents on the school website can be accessed by the visually impaired.			2015: Letters (The Flyer) provide information in clear print in straightforward English. These are sent home, displayed on the parents' notice board and on the website. The office staff will print off any information if requested. 2016: Information updated to use social media (Facebook & Twitter) Text messaging to parents also used Documents on school website are PDF or Word format so that they can be enlarged or magnified as required. 2019: Paperless school – all messages and information for parents to go home via email, text or website.
Improve the delivery of information in writing in the appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment			2020: SENDCO ensures that this is a provision for all visually impaired pupils and written advice on individual Learning Plan
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information			2018: Policies and information shared with all staff

				2020: Update of all policies sent to all staff and made available on Staff drive
Annual Review information to be accessible as possible	Develop child friendly Learning Plan formats and targets	SEND Policy		2015: SENDCO ensures that all Learning Plans are child friendly and in an appropriate format. 2018: Reviewed and format maintained 2020: Reviewed and format maintained
Languages other than English to be visible in school	Some signs and information to be multi - lingual Books to be purchased for the Library in different Languages			2016: Signs and posters displayed around school 2017: several multilingual books on display in school library 2018: To review and update as appropriate 2020: Reviewed and updated
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators , sign language interpreters to be considered and offered if appropriate			2015: Makaton sign language training provided for Some LSAs where there is a need 2016: EYFS & KS1 staff trained in PECs 2018: PECS CPD reviewed, and training updated where appropriate 2020: PECS CPD reviewed, and training updated where appropriate
Provide information in straightforward language, symbols, large print for prospective pupils & parents /carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure all information to prospective parents is available via the school website.			2020: Documents on school website are PDF or Word format so that they can be enlarged or magnified as required.