

# Academy Accessibility Plan



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| <b>Responsibility:</b>                         | <b>Sarah Johnson/ Claire O'Brien</b> |
| <b>Date of Ratification by Governing Body:</b> | <b>2019</b>                          |
| <b>Date of Review by Governing Body:</b>       | <b>2022</b>                          |

## Vision and values

Through partnerships with local communities, Mansfield Green E-Act Primary Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

## Definition of disability:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**Purpose of the plan:**

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

The academy's accessibility plan is resourced, implemented and reviewed and revised as necessary.

**Monitoring arrangements:**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Special educational needs and learning policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

### Increasing the extent to which disabled pupils can participate in the academy's curriculum

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

| Target   | Strategy   | Outcome  | Time scale | Responsibility                           |
|--|--|--|------------|--|
| To continue increasing the knowledge of staff to be able to adapt the curriculum and differentiate teaching strategies to be meet the needs of all SEND pupils | Ongoing Training, advice and support given by SENDCO and multiagency services  | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. Flexible approach to disabled pupils and increase in access to the National Curriculum. | Ongoing    | SENDCO/ SLT                              |
| Complete audit of Learning Environment against set of inclusion standards.   | Audit to determine agreed set of priorities against which progress will be measured.   | Gap between actual and expected rates of progress continuing to narrow.  | termly     | Senior Leadership Team / SENDCO          |
| All pupils to have access to the wider curriculum activities e.g. art, drama, music and PE   | CPD for staff. Sharing of information on medical health care plans and any possible limitations for pupils with disabilities alongside advice for reasonable adjustments.  | Reasonable adjustments made for pupils to be supported when required. Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.   | Ongoing    | SENCO/ SLT/ Sports coach/ all staff      |
| To continue to ensure improvement of academic progress of children with SEND and/or Disability and/or EAL  | Support Teaching Staff in effectively meeting the learning needs of vulnerable groups through PPA, PPMs, SMART targeting, QFT strategies, interventions, IEP targets and Inprint2 software on every teacher's PC and laptop. additional time required by | Reasonable adjustments made to enable greater curriculum access.   | ongoing    | Senior Leadership Team/ SENDCO/ Teachers |

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|  | some disabled pupils to use equipment in practical work. |  |  |  |
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**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Mansfield Green E-Act Primary Academy is situated in two buildings, a single storey building and a multi storey building. Mansfield Green E-Act Academy has 3 ramps, 3 accessible disabled toilets.

The academy will take account of the needs of pupils and other users 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.

| <b>Target</b>   | <b>Strategy</b>   | <b>Outcome</b>  | <b>Time scale</b> | <b>Responsibility</b>            |
|---|---|---|-------------------|----------------------------------|
| Complete audit of Learning Environment against set of inclusion standards.      | Audit to determine agreed set of priorities against which progress will be measured.                              | To create a Learning Environment more conducive to the needs of children with disability and/or special educational needs and/or EAL<br>Improved accessibility for all. | Termly            | SENDCo                           |
| Plan to fit ramps and handrails to the entrances and exits which have priority. | Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding. | Having secured capital resources from the LA the school's entry areas will be fully accessible. Physical accessibility increased.                                       | August 2020       | Headteacher/ Building supervisor |

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| To identify any further maintenance on site which may impact on persons with a disability. | Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates. | Ensure all improvements and maintenance supports pupils and people with disabilities to access the site. | XXX | Site manager<br>Operations team |
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**Improving the delivery of information which is readily accessible to pupils who are not disabled.**

- Size and layout of areas.
- Wheelchair access- doorways, steps and stairs, and toilet facilities.
- Pathways of travel around the Academy site and parking arrangements- routes logical, well signed and safe.
- Emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- Non-visual guides used to assist people regular users and visitors.
- Décor or signage considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- All areas accessed by pupils are well lit.
- Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- Furniture and equipment selected, adjusted and located appropriately.

| Target   | Strategy   | Outcome  | Time scale | Responsibility        |
|--|--|--|------------|-----------------------|
| Provide information in simple language, keywords, symbols, photos, large print, for pupils and prospective pupils who may have difficulty with standard forms of communication; Standardization of font inc. minimum font size given to children; incorporate colour schemes for VI as specified | Communication in Print to be widely used throughout the school.<br>Staff to have the resources available to be able to adapt teaching ad learning materials as appropriate.<br>Seek advice from LA multiagency professionals | All relevant areas within school will be signposted. Some areas are made more accessible to visually impaired children. Physical environment improved. | Ongoing    | SENCO/ SLT/ All staff |
| Visual timetables to be used throughout the school.  | All classrooms to have a printout of the visual timetable using  | All classrooms will have visible visual timeline.  | Ongoing    | SENCO<br>Teachers     |

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|  | communication in print.<br>Individual pupils with additional impairments will have own individual timetable. |   |         |                  |
| Information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams | Seek advice from Access To Education. Revise action plan to reflect above.                                   | Physical environment and accessibility improved for specific children with complex needs. | Ongoing | SENDCO/ Teachers |