

# Abbots Green Academy

## Accessibility Plan



<b>Policy Date:</b>	March 2021
<b>Date approved by FGB:</b>	
<b>Date of Review:</b>	March 2022
<b>Responsibility:</b>	Sharn Jones - SENCo
<b>Signed:</b>	Sharn Jones

At Abbots Green Academy we ensure all children are provided with a fully accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will endeavour to:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

### **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. 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.

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<b>Accessibility to the curriculum</b>					
<b>Objective</b>	<b>Specific Actions</b>	<b>Success Criteria</b>	<b>Implementation (people responsible, resources)</b>	<b>Timescales, including detailed dates of meetings and deadlines</b>	<b>Monitoring arrangements</b>
<p><b>To ensure staff feel confident in planning to meet the individual needs of current pupils with additional needs.</b></p>	<ul style="list-style-type: none"> <li>Organise training for teachers, where required, on differentiating the curriculum to meet the needs of pupils with physical disabilities (particularly cerebral palsy), visual disabilities and hearing disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils needs will be met, allowing them to fully access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Deaf awareness training for adults working with pupil with hearing impairment – SENCo to organise</li> <li>Visual impairment team to support teachers with visual impairment needs</li> <li>Pupil moving and handling training for staff working with pupil who is in a wheel chair</li> <li>Liaise with PE teacher to ensure reasonable adjustments are being made to meet individual needs- SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Deaf Awareness Training – Summer 2021/ Autumn 1 2021</li> <li>Visual impairment team to meet with adults working with pupil with visual impairment– Summer 2021/ Autumn 1 2021</li> <li>Ongoing liaising with PE teacher</li> </ul>	<ul style="list-style-type: none"> <li>Termly SEND monitoring (Pupil voice/lesson observations) Summer 2021, Autumn 2021, Spring 2021</li> </ul>
<p><b>To ensure that all out-of-school activities are planned to enable access and participation of the whole range of pupils needs.</b></p>	<ul style="list-style-type: none"> <li>Review all out-of-school provision to ensure compliance with legislation</li> <li>Review activity centres for residential trips</li> </ul>	<ul style="list-style-type: none"> <li>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current</li> </ul>	<ul style="list-style-type: none"> <li>SENCo/SLT/ Year group teams to check provision made by activity centres</li> <li>School to provide support for pupils with additional needs to attend clubs</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2021 – Ongoing. As and when new clubs are provided and residential are chosen</li> </ul>	<ul style="list-style-type: none"> <li>SENCo and SLT to ensure all clubs are accessible, particularly those delivered by outside providers.</li> </ul>

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	<ul style="list-style-type: none"> <li>Offer after school clubs which all pupils can access.</li> </ul>	<p>legislative requirements</p> <ul style="list-style-type: none"> <li>Pupils able to access clubs they wish to join</li> </ul>			
<p><b>To ensure that classrooms are optimally organised to promote the participation and independence of all pupils</b></p>	<ul style="list-style-type: none"> <li>Ensure clear access routes throughout their classrooms for all pupils with physical disabilities.</li> <li>Provide access to adapted ICT equipment to support pupils where required.</li> <li>Auditory needs of pupils will be taken into account when arranging class seating plans.</li> <li>Provide a dyslexia friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>Pupils able to access all learning without (or with a minimum of) adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers/ LSA to take responsibility for their own rooms/areas. SENCo to advise/support where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Regular Health and safety walk by SENCo/ Site manager to check that routes are safe and clear for all pupils</li> </ul>
<p><b>To work collaboratively with the local authority (Occupational therapist, Physio Therapist, County Inclusive Service, Speech and Language Therapists and Dyslexia Outreach Service).</b></p>	<ul style="list-style-type: none"> <li>Liaise with external specialists for individual pupils</li> <li>Attend scheduled meetings</li> <li>Attend training offered by external agencies to support the needs of individual pupils</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have a better understanding of individual needs and how best to support them</li> <li>Pupils needs will be met, allowing them to fully access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo to coordinate meetings with appropriate staff</li> <li>Class teachers/LSAs to attend scheduled meetings and apply support strategies to practice</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing- Review needs in school as part of annual review or arrival of children /staff with additional needs</li> </ul>	<p>SENCo to coordinate meetings/training as and when required- Monitor staff attendance and gain feedback</p>

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<b>Accessibility to the environment</b>					
<b>Objective</b>	<b>Specific Actions</b>	<b>Success Criteria</b>	<b>Implementation (people responsible, resources, costs)</b>	<b>Timescales, including detailed dates of meetings and deadlines</b>	<b>Monitoring arrangements</b>
<b>To ensure that staff/visitors/pupils can navigate the school environment independently.</b>	<ul style="list-style-type: none"> <li>Ensure all passage ways in school are kept clear at all times to allow access.</li> </ul>	<ul style="list-style-type: none"> <li>Identified pupils/staff will be able to move freely throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>All areas to be cleared to ensure clear passage – All staff</li> <li>Ensure furniture in classrooms allows identified pupils accessibility into and around the classroom - Class teacher/Learning support assistant</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing – Regular Health and safety walk by SENCo/ Site manager to check that routes are safe and clear for all pupils</li> </ul>
<b>To ensure pupils have the correct seating to fully support their postural needs.</b>	<ul style="list-style-type: none"> <li>SENCo to continue to liaise with and seek advice from Occupational Therapists regarding the required seating for identified pupils.</li> <li>Pupil to have access to resources given by Occupational Therapy at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist seating will support the child's postural need ensuring this is not a barrier to learning.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo and class teacher to liaise with occupational therapists to ensure resources continue to support identified pupil.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing – Annual meeting with occupational therapist for monitoring of resources and updates</li> </ul>

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Accessibility to information					
Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources)	Timescales, including detailed dates of meetings and deadlines	Monitoring arrangements
To ensure that reading materials are adapted for staff, parents and pupils where required	<ul style="list-style-type: none"> <li>Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences.</li> <li>Office staff to ensure that parents with similar needs are catered for.</li> <li>SENCo to publish information regarding accessibility to information for parents and local offer information</li> </ul>	<ul style="list-style-type: none"> <li>Reading materials will be adapted as required to allow all learners/parents can access information given to them.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to take responsibility for pupils in their classes.</li> <li>Office staff to take responsibility for parents with visual impairments</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as required.</li> <li>SENCo to update website information to ensure parents are clear of the support they can gain in accessing information.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations will highlight where adaptations have been made for pupils with visual impairments.</li> </ul>
To support parents in accessing/completing	<ul style="list-style-type: none"> <li>Ensure that information to parents and</li> </ul>	<ul style="list-style-type: none"> <li>All parents will be able to access</li> </ul>	<ul style="list-style-type: none"> <li>Office staff/ Children's and</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as required</li> </ul>	<ul style="list-style-type: none"> <li>SLT to ensure that parents are able to access information,</li> </ul>

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written documentation.	<p>application forms are written in clear and concise language.</p> <ul style="list-style-type: none"> <li>Office staff to support in reading/ completing letters and forms</li> </ul>	written documentation	Family Lead/ SENCo/ SLT		application forms etc.
To ensure that the school is resourced with texts children are able to access and enjoy (pupils with visual impairments, low reading age)	<ul style="list-style-type: none"> <li>School to invest in reading books which consider ability and interest needs.</li> <li>Where necessary, provide magnifying aids so that all pupils can access all library texts.</li> </ul>	<ul style="list-style-type: none"> <li>The school will be stocked with a range of books to meet the needs of learners.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo to invest in books to support individual students reading ability and interest.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as required</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing feedback from staff regarding individual access to texts</li> </ul>

### Links with other policies

- Risk assessment policy
- Health and safety policy
- Positive behaviour policy
- Special educational needs policy
- Medication and first aid policy