



L.E.A.D. Academy Trust

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# Accessibility Plan

**Date of Policy: January 12<sup>th</sup> 2017**

**Review Date: January 12<sup>th</sup> 2020**

**Approved by Governing Body: January 25<sup>th</sup> 2017**

At Uplands Junior L.E.A.D. Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

## **Objectives**

Uplands Junior L.E.A.D. Academy is committed to providing an environment that enables full curriculum access 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, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Uplands Junior L.E.A.D. Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 and maintain 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Uplands Junior L.E.A.D. Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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 prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools within the trust.
- Disabled pupils have access to extra-curricular activities

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

An Access Audit was carried out by the Facilities Site Manager. A number of recommendations have been made as follows.

### Action Plan A – Improving Physical Access

Targets	Strategies	Outcome	Responsibility	Timeframe
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility Plan is annually reviewed by Governing body	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	Head teacher	Annual
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate. Promote disability equality via <ul style="list-style-type: none"> <li>• Staff meetings.</li> <li>• PSHE lessons.</li> <li>• Assemblies.</li> <li>• Celebrating difference.</li> </ul>	Disability issues are identified and addressed by all staff	Head teacher	On-going.
To ensure all policies, where necessary, consider the implications of disability access.	During the review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	Head teacher Governors	On-going as part of the policy review.
To ensure pupils receiving treatment from serious medical condition have access to teaching and the curriculum when at home and have minimal risk of contracting infections.	Liaise with parent and hospital outreach to ensure a teaching programme is in place. Parents of other pupils to be reminded to inform school of any illness or infections in their children.	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	Head teacher SENCo	On-going

PHYSICAL ENVIRONMENT	Strategies	Outcome	Responsibility	Timeframe
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds by Governors Suggest actions to be Implemented.	Access to all areas will be improved.	Headteacher Governors	Agenda item for governor's meetings.
Ensure everyone has access to all areas of the school.	Ensure that nothing is preventing access to areas around school.		Facilities site manager	Ongoing
Maintain safe access for visually impaired people.	Check condition of yellow paint on step edges regularly. Check exterior lighting is working on a regular basis.	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.	Facilities site manager	Ongoing
Ensure all disabled people can be safely evacuated.	Ensure that the personal emergency evacuation plans (PEEPs) for all disabled pupils are reviewed annually. Ensure all staff are aware of their responsibilities in evacuation by being aware of pupils needs and that it is reviewed if anything changes.	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.	All staff/ Headteacher  Facilities site manager SENCo	Headteacher to remind staff at fire briefings
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	All disabled personnel and pupils have safe exits from school	All Staff Facilities Site Manager	Daily

<b>CURRICULUM</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timeframe</b>
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Head teacher SENCO	On-going
To ensure that all children are able to access all out- of-school activities. e.g. clubs, trips, residential visits etc.	A real commitment to inclusion of all children in all activities and events. Provide transport to enable children to participate. Ensure pupils are encouraged to join in all clubs.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Disabled children feel able to participate equally in school activities.	Teachers/Trip or activity organiser	On-going as required
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc. For dyslexic pupils this will include non-white background in exercise books and worksheets, coloured overlays and access to dyslexia friendly library books.	All children will be able to work as independently as is possible.	Teachers SENCO	Review as part of individual learning reviews.
To meet the needs of individuals during statutory tests and in house assessment tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.  Children with EHC plans will be allocated the extra time that is a statutory requirement.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher Teachers	Annual.
PE curriculum to ensure that activities are accessible to all pupils.	Review curriculum to include disability sports when necessary.	All pupils will have access to PE and are able to excel. Child's nominated TA will be there at all times where necessary.	P.E teacher SENCo	As required

Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Each curriculum plan will have an inclusion statement. Consider alternative communication systems. Consider the way in which information is presented to pupils such as coloured paper for dyslexic pupils Consider ways in which pupils can communicate their ideas. Visual timetables will be present in every classroom. ASD pupils will have individual visual timetables and now and next boards.	Curriculum is fully accessible for all Pupils.	Head teacher Teachers	Ongoing
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Raised confidence of support staff.	SENCo Head Teacher	Ongoing

<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	Business Manager Administrator	As necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents with particular needs will be informed of their children's progress.	Head teacher Teachers	Termly.

