

## Accessibility plans

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other school planning documents.

The plan will be reviewed by the academy and monitored by the Regional Director (Is there a plan? Does it follow the OCL model? Has the plan been developed and shared with stakeholders? How is it being monitored by academy leaders?)

The MS Team will look at policy in to practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility 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:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Possible table format for accessibility plan:

<b>Aim</b>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	To provide TA support to match children`s needs	TAs kept updated with new interventions or specific interventions relating to children`s needs.	SENCO	Continuous Course costs Materials	Children are having interventions relative to their needs.
	Pupil Targets are personalised	Use of IEPs shared with parents (and	SENCO / teachers / parents / ALT	Termly assessments	Children receiving the appropriate

	<p>To develop learning through ICT</p> <p><b>To provide resources for interventions / in class support for SEN</b></p>	<p>pupils where appropriate).</p> <p>Pupil Progress meetings ensure specific needs are met.</p> <p>Children use computerised learning, Clicker, Samsung tablets.</p> <p><b>SENCO to complete audit of need</b></p>	<p>SENCO / ICT lead</p> <p><b>SENCO</b></p>	<p>Clicker training</p> <p>Continuous Materials costs</p>	<p>interventions to help them make progress.</p> <p>Personalised learning programmes to support particular needs.</p> <p>Children are having interventions relative to their needs.</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>Clear Playground markings and stairs</p> <p>Resources easily accessible in each classroom to support learning</p> <p>Disabled access made easier through lift, ramps, disabled toilet, hand rails in some</p>	<p>Yellow lines/ Friendship circle</p> <p>Learning walks to ensure environment suitable for all</p> <p>Lift built in, ramps in place and more permanent ramps in KS2 to lead to outside areas</p>	<p>LSS to advice/ Site Manager</p> <p>Monitored by ALT</p> <p>Site Manager and outside agencies advice,</p>	<p>Playground paint</p> <p>Meeting time</p> <p>Cost of building and maintenance of equipment.</p>	<p>Clear markings to support visually impaired children.</p> <p>Each class has appropriate access for all</p> <p>Disabled children will be able to easily get around the school building.</p>

	toilets and stairs				
<b>Improve the delivery of written information to pupils</b>	To provide parent information	Internet access web link	Principal/Office Staff/ ICT Lead	Policy information School Offer	Parents are able to access the information they need
	Open days, parents evenings - will increase parental awareness	Termly consultation evenings and open school times to see examples of children`s work	Class teachers	1 evening per term Open sessions	Parents more involved School and home working as a partnership.
	Improved information regarding homework	Homework is discussed with parents at meetings and through letters.	Phase Leaders/CTs	Home/school book	Parents enjoy helping Standard improves More pupils completing homework
	School seeks support of outside agencies	Links with support teams are strong  People in the community that support learning are invited in.	SENCO/Principal	As often as possible	Visitors are an integral part of the children`s learning.