

Accessibility Plan

POLICY TITLE	Accessibility Policy 2018- 2021
RESPONSIBLE COMMITTEE	AAB – Finance and Resources
RATIONALE	<ul style="list-style-type: none"> To ensure we provide an accessible environment which 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 challenging any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
PURPOSES	<ul style="list-style-type: none"> To ensure England Lane Academy plans for the accessibility of provision from all pupils, staff and visitors To improve the physical environment of England Lane Academy, adding specialist facilities as necessary, and making reasonable adjustments To further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment. To further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable periods considering the various preferred formats. To provide on-going training for staff and the Academy Advisory Board (AAB) on matters of disability discrimination To ensure the plan is updated as necessary, and at least annually throughout the three year period
GUIDELINES	<ul style="list-style-type: none"> The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website. England Lane is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 academy. England Lane Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: <ul style="list-style-type: none"> Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers

	<p>the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.</p> <ul style="list-style-type: none"> ○ Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe. <ul style="list-style-type: none"> ● Whole academy training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
<p>FURTHER DETAILS CONTAINED IN DOCUMENTS</p>	<p>Behaviour Policy, Equality and Diversity Policy Health & Safety Policy SEND Policy</p>

Aim 1 To increase the extent to which disabled pupils can participate in the academy curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To continue to provide high quality opportunities and support for children with SEN/disabilities	<p>Ensure continuity of provision</p> <p>Small group support is provided for individuals identified by staff and assessed and reviewed 1/2 termly</p> <p>Provision includes "off target" children</p> <p>Children with a /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s)</p>	<p>Children are identified early and necessary action is taken to move learning forward</p> <p>Group work is relevant and appropriate to children's needs</p> <p>Groups are monitored and reviewed regularly to ensure progress</p> <p>Focus for group work is discussed by Inclusion Managers/SENCOs , Phase Leaders and LSAs to ensure it is relevant and appropriate</p> <p>Regular meetings (OPP's, MSP, AR) take place between Inclusion Manager/SENCO, parents and outside agencies to discuss individuals' progress</p>	Ongoing assessment, monitoring and review	<p>Small group support takes into account children's needs and progress and do not remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly</p> <p>Children/families/parents/ carers/ well supported</p> <p>Team working and information sharing enables academy to fully support children, families etc.</p>

			Regular updates given to Head, Senior Leadership Team, SENCo on individuals, groups etc.		
Short Term	Establish close links/liase with parents	Collaboration and information sharing between academy and families	More effective, direct discussions around key individual children within academies can take place		
Short Term	To establish close liaison with outside agencies for pupils with on- going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	Collaboration /working between all key personnel	Clear collaborative working approach		
Med Term		Academy's website contains details of academy and LA local offer detailing provision and support for children with SEND	Parents/families able to identify academies with necessary or appropriate provision for children	Achieved with regular updates	Children/families able to see resources within academy. More choice available for parents when selecting a academy
Med Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Compliance with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure		All relevant information accessible to families/parents/carers and wider community
Med Term	Ensure equal access to ICT for all children	iPads and laptops accessible to all across the academy on a rota basis incorporating a wide range	Learning more interactive/motivating for all children and	Achieved Continue to monitor /review	All children have equal access to ICT as an

		of programmes which take account of a range of abilities and learning needs Ongoing review of software ensures programmes remain up to date and relevant to children	particularly those with additional needs		additional tool for learning
Med Term	To ensure ongoing professional development for all staff resulting in high quality provision for children	Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/delivering high quality small group support etc. E.g. Specific TA training course/conferences delivered by LA or trust	All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs	on-going and reviewed/ monitored regularly	CPD opportunities on-going Good provision for children whose learning/behaviour falls outside what is expected.
Long Term	To evaluate and review the above short and long term targets annually	See above		Annually	All children making good progress.
Long Term	To deliver findings/report on SEND status to the AAB	Regular reporting to AAB ensures all are fully informed Nominated AAB member for SEND		Annually Termly SEN AAB / SENCO meetings	AAB fully informed about SEND provision and progress
Long Term	To continue offer and develop breakfast club.	Demonstrates that the academy is committed to excellent provision for children	Academy is able to offer a number of options for young children's' care and education within a flexible programme e.g. different times/slots, breakfast	Achieved with ongoing review and monitoring	Extended and flexible service in place. Parents offered wider choice in education and care of their children Strengthened links between parents and academy

			club, after academy club.	Ongoing as need arises	Service continues to be developed in order to provide highest quality care
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Aim 2 To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Monitored regularly	Lively and inviting environment maintained.
Short Term	Ensure all with a disability are able to be involved.	Review access for individual disabled children as part of Personal Provision Plan process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the academy and meetings etc.	Enabling needs to be met where possible.	Monitored regularly	All children parents/carers and visitors to the academy can access appropriately
Short Term	To ensure that the medical needs of all pupils are met fully within the capability of the academy.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan.	Health and safety requirements are met. All staff fully aware of children in academy with medical needs	Immediately and with regular review/update	Individual Healthcare plans in place and reviewed regularly. Children with medical needs are well managed in academy
Short Term	Ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents/carers to drop off & collect children	Needs of all visitors/parents/carers are taken into account	With immediate effect and to be reviewed regularly	Disabled parents are not discriminated against and

		<p>Offer a meeting time to explain letters home for some parents who need this</p> <p>Ensure academy continues to adopt a proactive approach to identifying the access requirements of disabled parents</p>			are encouraged to take interest and be involved in their child's education
Med Term	To ensure signage in and around academy is accessible to all members of academy community	<p>Building Access audit reviewed/updated regularly</p> <p>Signs in and around academy renewed when/as necessary</p>	Key actions and costings identified by governing body	Ongoing	Academy fully accessible to all
Med Term	To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities	<p>Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources</p> <p>Provide areas where children can 'be quiet' or restful if needed.</p>	<p>Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS</p> <p>Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the academy</p> <p>Good quality resources purchased to enhance children's physical development</p>		<p>A valuable, additional teaching area/resource available for all</p> <p>A quiet place for children to access when needed Children have a choice of area to access according to their need.</p> <p>Inclusive child-friendly play areas</p>

			during playtime and lunchtime Key children able to access Thrive support		Children with additional needs are supported at times when they feel most vulnerable. Less incidences of some negative behaviours
Long Term	Improve physical environment of academy	Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Needs of all are taken into account when planning changes to physical environment	Ongoing	Enabling needs to be met where possible.
Long Term	To ensure driveway, roads, paths around academy are as safe as possible.	Communication with parents via safety messages /letters/walk to academy week. Regular safety assemblies and theme weeks	Health and safety given high priority	Ongoing	No accidents
Short Term	Ensure that emergency evacuation procedures are effective for all children	Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs	All children/staff are protected by alarm and evacuation procedures	Monitored regularly	Achieved (monitored and reviewed regularly)
Short Term	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Monitored regularly	Lively and inviting environment maintained.

Aim 3: To improve the delivery of information to disabled pupils and parents.					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	<p>Continue to monitor access to meetings for parents/carers with SEND</p> <p>Improve physical access to meetings for parents/visitors with disabilities</p>	<p>Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well</p> <p>Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the academy's ongoing work with parents</p> <p>Academy continue to adopt a pro-active approach and where possible identify any possible problems beforehand</p>	<p>Parents/carers have a more clear understanding of the meeting</p> <p>Parents included and supported in understanding curriculum developments /new initiatives.</p> <p>Practical ideas and activities demonstrated</p> <p>Parents/visitors able to physically access academy. Any known barriers to access are removed or adjustments made.</p>	<p>Immediate and with ongoing review</p>	<p>Removing a possible barrier for those parents with SEND</p> <p>Removing possible barriers for those with disabilities</p>
	<p>To ensure good quality information sharing between home and academy</p>	<p>Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings</p> <p>Use of academy web site providing key information relating to all aspects of academy</p>	<p>Regular meetings take place to enable parents to discuss their child's progress with teachers.</p> <p>Parents able to discuss their child's needs further with Inclusion</p>	<p>Continue to assess , review and update</p>	<p>Admission forms contain section on disability</p> <p>Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date</p> <p>Academy web site to include relevant</p>

		Text messaging service for parents in place	Manager/Senior Leaders if needed Home and academy are aware of issues which may impact on children's learning		information to parents which they can access at home
Short Term	To ensure written information is accessible to all members of academy community	Ensure information provided for parents is 'jargon free' 'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems	All members of academy community are fully informed Some problems can be solved early and relatively simply with this informal approach	Achieved and monitored/ reviewed regularly	Good systems of information sharing between home and academy fully established
Med Term	Assess the impact of current policies and practice in academy in relation to SEND	To continue meetings with staff, other agencies to discuss inclusion and disability related issues Feedback to HoA/SMT and Governing body	Policies and procedures in academy are updated taking account of any inclusion or disability issues raised. The impact of policies and procedures in academy are discussed and take into account the views of disabled members of the academy community and parents of children with disabilities	Ongoing	Inclusion /disability/ equality continue to be given high priority in academy
Med Term	To review children's records ensuring academy's	Information collected about new children.	Key records containing important info kept up	Ongoing	Each teacher/staff member aware of

	awareness of any disabilities	Records passed up to each teacher. End of year class teacher transition meetings Annual reviews Pupil Profile meetings between SENCO/Class teachers Medical forms updated annually for all children Individual health care plans Significant health problems i.e. allergies – children's photos displayed on staffroom notice board / dining rooms/main offices/info kept in separate file in staffroom/Class SEN registers/file contain key info updates as necessary	to date and circulated as necessary		disabilities/medical needs of children in their classes Cooks/lunchtime supervisors aware of food allergies
Long Term	In academy record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed regularly.	Continual review and improvement	Ongoing	Effective communication of information about disabilities throughout academy.
Long Term	To ensure good quality information sharing between home and academy	All new starters to nursery/academy are invited to attend induction meetings/FEET / Play and Stay sessions. All parents of children starting Nursery are offered a home visit prior to starting academy	Good home/academy information sharing and better developed relationships Better targeted learning experiences for children involved	on-going	Meetings set up and developed Smaller groupings developed/more personal approach

		<p>Series of informative workshops presented throughout academy (e.g. reading, maths) aimed at children and their parents.</p> <p>Academy Nurse drop in sessions, EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher,</p> <p>Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Inclusion Managers/SENCO/Members of SLT, Deputy/HoA</p> <p>Academy website contains key information for parents about curriculum, newsletters, key events etc.</p>	<p>Children and parents working together in academy</p> <p>Parents fully aware of opportunities for discussion re. their child</p> <p>Info readily available in accessible formats</p>	<p>Achieved, continue to monitor/ review</p> <p>Achieved continue to monitor/ review</p> <p>As above</p>	<p>Text messaging service established and reviewed regularly</p> <p>Sessions/Meetings set up and continue to be developed</p> <p>Parents confident in raising concerns if necessary</p> <p>Parents fully informed on all aspects of academy life</p>
	<p>Continue to identify children/members of the wider academy community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the curriculum and physical environment</p>	<p>Use of admission form to encourage parents to disclose this info</p> <p>Opportunities at induction meetings for parents new to academy to arrange appointment with Inc. Managers/SENCO or home visits to further discuss their child.</p> <p>Continue with academy's informal 'open door' policy as a means of addressing minor problems immediately</p>	<p>Children/adults with disabilities identified</p> <p>Possible barriers to access removed</p>	<p>In place and monitored</p>	<p>Any members of the academy community with a disability are identified</p> <p>Progress of children with disabilities tracked as a discrete group</p> <p>Parents able to have any potential problems addressed as soon as possible</p>

		<p>Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area (physical disabilities) are catered for</p>			<p>Full access to all areas of the curriculum and physical environment</p>
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