



# Accessibility Policy

## New Silksworth Academy



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## **Statement of intent**

New Silksworth Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

New Silksworth Academy is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. We continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years.'

This policy will be used in conjunction with the following school policies and procedures:

- Equality Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policies
- Health and Safety Policy

## Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher in conjunction with the governing board will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board will be responsible for monitoring the Accessibility Plan.

The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher and SENDCo are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing board and SLT will work closely with the Trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## Accessibility Plan

The Accessibility Plan is structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

New Silksworth Academy's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2024.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

An access audit will be undertaken by the governing board every year.

New Silksworth Academy will provide adequate resources for implementing plans, ensuring pupils sufficiently supported.

New Silksworth Academy will seek support from the LA where necessary to help the school provide suitable support to pupils with disabilities.

## Equal opportunities

New Silksworth Academy strives to ensure that all existing and potential pupils are given the same opportunities.

New Silksworth Academy is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

New Silksworth Academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## Admissions

New Silksworth Academy will act in accordance with the Admissions Policy.

New Silksworth Academy will apply the same entry criteria to all pupils and potential pupils.

New Silksworth Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## Curriculum

New Silksworth Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENDCo and class teacher will work together to adapt a pupil's Personal Support Plan (PSP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The SENDCo and class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. transition meetings

Specialist resources are available for pupils with visual impairments, such a large print reading books.

Learning support assistants are deployed to support specific literacy, numeracy and speech programmes.

## **Physical environment**

New Silksworth Academy is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

New Silksworth Academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed to support those who are visually impaired.

## **Monitoring and review**

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENDCo.

Equality impact assessments will be undertaken as and when school policies are reviewed.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether all areas of the curriculum are accessible including home learning and online learning.	Audit of the curriculum Staff and training to assist pupils to access online learning materials Parent workshops	Headteacher, teachers, SENCO	Autumn 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum, home learning and online learning. Data collected regarding available technology at home. Home learning support offered. Data packs available on request. Parents made aware that they can access school laptops if no technology at home. Systems and agreements in place to sign out laptops.	Spring 2022
	Staff members do not all have the necessary knowledge, training and skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum and strategies	Headteacher, external advisors, SENCO	Spring 2022	Staff members have the skills to support pupils with SEND Support staff sessions CPD – National college Springwell CPD Further Training provided for specific staff – ASD, managing low level disruption. Thrive training to commence Sep 23. Sensory disabilities training to enhance communication – Makaton training and ELKAN training completed,	Autumn 2022

					further staff accessing NELI training and one member of staff has gained level 4 early communication qualification. – key members of staff All staff have accessed Autism Awareness training and three members of staff are in the process of completing their Level 2 Autism qualification.	
<b>Medium term</b>	School trips, events and activities do not always take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 22	Planning of all school trips activities and events takes into account pupils with SEND Risk assessments are completed and additional staff in place to support, parents are invited to support if they wish for children with specific needs, all medical neds considered and trained staff attend. Increased ratios. No child is excluded from a visit.	Summer 2022
<b>Long term</b>	Pupils with SEND cannot access all lessons	Ensure suitable resources and equipment are available and adjustments made for pupils with SEND such as sensory impairments	Headteacher, ICT manager, SENCO	Autumn 2021	Pupils with SEND can access lessons All lessons differentiated to incorporate needs. Support staff utilised to scaffold and aid understanding. Provision adapted for pupils awaiting specialist provision	Spring 2023

					to ensure access and positive outcomes. Personalised planning and resources provided for these pupils. Small group teaching sessions offered to some pupils on a morning to break down barriers to learning.	
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## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Autumn 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them Estates manager 3 year plan. Barriers identified and addressed during site inspections. Handrails to KS1 yard installed. Sensory team have carried out environment assessments.	Summer 2022

<p><b>Medium term</b></p>	<p>Learning environment of pupils with sensory/visual impairments and physical disabilities is not fully accessible</p>	<p>Incorporation of appropriate colour schemes</p> <p>Training and environment assessment carried out for sensory disabilities - VI</p> <p>Desks/Counters accessible height – Computing suite</p>	<p>SBM</p>	<p>Autumn 2021</p>	<p>Learning environment is accessible to pupils with sensory/visual impairments Sensory team have carried out environment assessments. Suitable resources and equipment are available for pupils with sensory impairments – computer and iPad purchased, mirroring software and enlarged texts purchased, funding secured for brail machine. Touch note technology now in place and staff have accessed training to support use in the classroom.</p> <ul style="list-style-type: none"> <li>• Contrasting strips on stairs in new corridor</li> <li>• Training for sensory disabilities – VI – Ongoing training is being provided by Sensory team on a weekly basis with key members of staff. Staff have accessed training to support use of adapted cutlery in the dining hall.</li> </ul>	<p>Autumn 2022</p>
<p><b>Long term</b></p>	<p>Children with physical disabilities cannot fully access all areas of the school buildings</p>	<p>Estates manager to assess and plan for building work requirements if required, for example ramp access to KS1 yard</p>	<p>SBM/Estate Manager/SENCo</p>	<p>Summer 2022</p>	<p><b>School buildings are fully accessible.</b> Estates manager to assess and discuss with HT</p>	<p>Summer 2023</p>

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management do not know whether school information is accessible to all	Audit of information and delivery procedures  Sensory disabilities training to enhance communication	SENCO, ICT manager	Spring 2022	School is aware of accessibility gaps to its information delivery procedures  No requests for information in different formats to date. Services available to format information at a cost if required.	Summer 2022
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 2022	School is aware of local services for converting written information into alternative formats Sensory Team enlarge information for VI pupils. Staff have received training in adapting resources. EAL services available for translated texts if required. Fee applicable.	Autumn 2022

<p><b>Medium term</b></p>	<p>Written information is not fully accessible to pupils with visual impairments</p>	<p>Provide written information in alternative formats</p> <p>Incorporate appropriate colour schemes when refurbishing and install window blinds</p>	<p>SENCO, ICT manager</p>	<p>Autumn 2021</p>	<p>Written information is fully accessible to children with visual impairments</p> <p>A member of the Sensory Team visits school each week to support and train staff. Site manager carries out checks to ensure appropriate lighting and window coverage.</p> <p>Available in different formats on request – Sensory team support available, translation available on Dojo. Contact had been made with EAL team to support communication for new families moving into the area as we have an increasing number of EAL pupils.</p>	<p>Summer 2022</p>
<p><b>Long term</b></p>	<p>School website is not fully accessible to children with SEND</p>	<p>Audit of website</p>	<p>ICT manager</p>	<p>Spring 2022</p>	<p>Website is fully accessible</p> <p>More information regarding SEND support, universal and specialist services has been added and parents consulted to discuss additional</p>	<p>Autumn 2023</p>

					information required and how this can be made more accessible. Some information available in child friendly format. Picture included to show books. Videos added for phonics etc.	
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