

Accessibility Plan



Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Acorns School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Gail Beaton

Headteacher

Jan 22.2020

Date:

Mandy Haworth

Chair of governors

Jan 22.2020

Date:

Next review date: Feb 2021

February 2021

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	The hob and the fridge in the pupil kitchen are broken. The hob in Woodlands class is also broken – This prevents PMLD pupils from accessing sensory cooking in a safe way.	This prevents pupils from accessing food technology	Electrical contractors and wholesalers and installers	Jan 20	Funds have been allocated to replace broken equipment. The hobs will be replaced with safer induction units. Additional pans will need to be purchased.	Summer 2020 -
Medium term	Cedar class require outdoor access to support learning and self-regulation for most pupils in that class	Double doors and fencing to replace window.	SMT – External Contractors.	Summer 2020.	Learning environment is accessible to pupils on the autistic spectrum. Free flow access to the outdoors will benefit complex ASD pupils.	Autumn 2020

	Woodlands class require a very safe outdoor area into which they can roll, crawl or travel in a wheeled chair. The outside is less accessible for these children.	Removal of a single glazed floor to ceiling window and replacement with a door and a recycled footpath / area that can be infection free.	External contractors. SMT	Autumn 2020.	Access to outside increased, independent mobility is encouraged. Time out of equipment is increased, repositioning and Physio opportunities also increased. Building on cultural capital.	Spring 2021.
Long term	Children with physical disabilities cannot access all areas within the school building and cannot pass safely along the corridors.	Construction work undertaken. Suitability and accessibility plan acted upon and funds allocated from LA	School business manager/ Building contractors.	Ongoing.	School buildings are fully accessible.	Ongoing.

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the **physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.** All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their

	Issue	What	Who	When	Outcome criteria	Review
Short term	The adventure playground is degrading	Take away the old wooden unsafe structures and replace with more accessible equipment	SMT / Dan Williams to coordinate with on site support from Mark Hoyle (site supervisor)	Autumn 2019	All children can access the equipment, in all weather conditions. Pupils enjoy the activities and adapt regulation methods.	Spring 2020
Medium term	.Development of an outdoor area for sensory and Physical development and regulation	Take advice from forest school providers and GLD cluster partners - SMT.	SMT – GLD cluster, Honor Blackman	Spring 2020	Area restored and developed to include bug hotel, undercover areas and risk assessed fires and cooking inc different terrain surface. All pupils accessing the area within curriculum time.	Summer 2020

Long term	Lack of capacity to expand SLD provision in school	LA involvement and SMT will work together to purchase low cost, sectional classroom sited on the upper play area.	SMT and LA	Summer 2022	Increased pupil capacity	Spring 2018
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Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

ACCESSIBILITY PLAN

	Issue	What	Who	When	Outcome criteria	Review
Short term	Class blogs are being used sporadically to showcase pupil progress and achievement – this should be at the core of their purpose.	Some parents have given feedback that they want more ongoing progress feedback related to activities.	All teachers	Every friday	Parental feedback regarding progress has a positive increase – This would represent 2 sets of parents or an increase of 1.5% positive feedback	Summer 2020
Medium Term	Parents want to track progress and add to the body of evidence of progress made at school and at home	Currently parent settings are not turned on in EFL	SMT	June 2020	All parents will have access to the EFL progress for their child AND 50% will uptake the development	Summer 2021

					within 1 year (Summer 2021)	
Long term	<p>Parents are still contacting school regarding holiday dates and leave of absence rules.</p> <p>Parents are not using the LOCAL OFFER as a source of information for early help.</p>	<p>LOCAL OFFER has been relaunched as a source of info and parents should use the information to sign post to local services.</p>	<p>SMT – whole school initiative</p>	<p>Summer 2021</p>	<p>Parents will mention using the information contained in the local offer during CAF, TAF, Annual reviews and parents meetings.</p>	<p>Summer 2021</p>

