



Accessibility Plan

2022-2023

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:


..... Headteacher Date: September 2022


..... Chair of Governors Date: September 2022

Next Review Date: October 23

Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Woodlands class require an inclusive environment which meets their physical needs whilst remaining safe.	An outdoor area with wet pour surface and bi fold doors with wheelchair accessible threshold.	Jessica Miller/Katy Stringer/Sue Shepherd	May 21	Access to outside area increased, independent mobility is encouraged. Time out of equipment is increased, repositioning and Physio opportunities also increased. Building on cultural capital.	Spring 2021. Complete and usable.
Short term	Need for an extra classroom provision due to number of pupils increasing	New classroom to be built. (Maple) (Staffroom and library repurposed)	Dan Williams/Paula Barlow	Sept 21	Additional classroom space built, 10 additional pupils accessed school.	Complete. (Adjustments noted below)
Medium term	External doors need replacing to enhance security and improve access (Wheelchair threshold)	External doors in KS1 will be replaced.	Dan Williams	May 22	Wheelchair access improved, safer environment for the pupils. Security enhanced.	Complete

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	Pupils need more breakout spaces in school. No internal space available	Breakout space attached to Oak class and Maple class.	Dan Williams	May 22	Pupils have an additional space for play, regulation and activities	Complete
	External ramp to outdoor area needed due to Risk Assessment particularly for pupils with mobility difficulties.	Concrete ramp from Willow external classroom to the trampoline area.	Dan Williams	October-Dec 22	Safety and accessibility for all particularly in Winter months.	
Long term	Lack of internal breakout space, result of staff survey related to quality of provision.	Additional class space creating in Ash Development of Elm and Seedlings internal breakout rooms. Pine re purpose a unused space.	Dan Williams	Summer 23	Additional space available for breakout, play, activities and regulation.	

<u>Curriculum</u>	Issue	What	Who	When	Outcome	Review
Short term	The pandemic has halted conventional education	Remote education actioned and its impact monitored per cohort and pupil.	Katy Stringer	21	Pupils engaged in remote learning or doorstep visits. Parent information sessions and 1:1 video calls undertaken.	Complete
Medium term	No outdoor activity area for pupils to develop gross motor skills; climbing/jumping	School to purchase a Trim trail	Sophie M	Summer 22	Pupils have a safe area to develop their gross physical skills.	Complete and RA in place.
Long term	The curriculum is not fit for purpose due to the new cohort of pupils with complete needs.	A new layer to the curriculum to be written and implemented	Sophie M and Jessica M	21-22	The curriculum is fit for purpose and meets the needs of a large proportion of the pupils. (Formal and pre formal already in place)	Complete
	Reading takes place across school in various guises.	AIRS to be written and implemented. This will ensure reading in all its guises is understood and developed through school.	Jessica M and Dan M	22-23	The reading curriculum will cover the breadth of "reading" across school ensuring pre, semi and formal learners are catered for.	

Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some pupils cannot access remote education via the WB due to difficulties with focus or motivation	Staff to think outside the box offering creative suggestions to remote learning so all children can access home learning.	Katy S	20-21	Pupils engaged, parental engagement high. Resources dropped off to access and learning adapted to meet the needs of all	Complete
Medium Term	EFL not being accessed by parents	EFL will be opened to all parents/carers and the option to share information mutually enabled.	Martin W/Paula B/Katy S	21-22	Parents able to access progress for their child and contribute progress form home. Sharing information re progress is easier and more effective.	Complete
Long term	The website is under construction to become more accessible and user friendly.	The website will be easy to navigate and information readily available.	Paula B/Heba S	22-23	The website will be fully functional, relevant and easy to access. Parental feedback will be positive. Staff will update regularly.	