



# **ATAM ACADEMY ACCESSIBILITY POLICY AND PLAN 2021 – 2024**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Advisory Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. It is unlawful to discriminate against someone because of: of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

*According to the Equality Act 2010 a person has a disability if:*

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan (Plan) is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Area Board (LAB). The review process can be delegated to a committee of the Local Area Board (LAB), an individual or the executive headteacher. At Atam Academy, the Plan will form an annexe of the school's development plan and will be monitored by the director of education and director of estates in liaison with the executive headteacher and any staff designated to support this process. It will be evaluated by the relevant LAB Finance & Premises Committee. The current plan will be included at the end of this document.

At Atam Academy, we are committed to working in partnership with parents to give every child the best possible start in life. We achieve this through our core values of love, compassion, contentment, humility and truth. We are committed to providing 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 negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1. Atam Academy aims to ensure the accessibility of provision for all pupils, staff and visitors to the school.

2. The Accessibility Plan will be updated every three years, but annually reviewed by the executive headteacher annually.

3. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.

5. As curriculum policies are reviewed, a section relating to access will be added to that on equality and diversity. The terms of reference for all LAB's committees will contain an item on "having regard to matters relating to access".

**6. The accessibility policy and plan will be available on the school's website**

7. The school's complaints procedure covers the Accessibility Plan.

8. The plan will be monitored by the LAB members.

9. The plan will be monitored by Ofsted as part of their inspection cycle.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- SEND and inclusion training will be given a priority status in the programme for Continuous Professional Development.

## Accessibility Plan 2021-24

Improve access to the <b>physical environment</b> of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education				
Target	Action	Outcome	Responsibility	Timeframe (The following are Covid 19 dependent)
Ensure door signs across the school allow pupils with SEND can access the information on the class they are entering.	<p>Widget signs for all classrooms and offices.</p> <p>Brail signs for all classrooms, toilets and offices (dependent upon need arising)</p> <p>Widget and brail signs for all toilets and areas that pupils use: dining room for example.</p>	Rooms will be signed with a variety of accessible language to improve inclusivity for all pupils.	Premises Team	<p>Primary phase 17<sup>th</sup> December 2021</p> <p>Secondary phase 15<sup>th</sup> July 2022</p> <p>As need arises.</p> <p>Primary phase 17<sup>th</sup> December 2021</p> <p>Secondary phase 15<sup>th</sup> July 2022</p>
Support pupils with SEND and HI by installing a visual alarm for pupils. Considering the implications of having a silent start to the alarm.	Flashing alarms fitted in corridors in school. (Dependent upon the need arising – either through preparing for the admission of pupils with HI or an ASC pupil who exhibits dysregulation as a result of the alarm)	The HI and ASC pupils will be given a clear visual indication of the alarm.	Premises Team	As need arises.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils

Target	Action	Outcome	Responsibility	Timeframe
With a mind to the SEND CoP 2015, enable children with SEN or disabilities to fully access the curriculum.	<p>All staff to complete an inclusion CPD session to give them a voice and raise awareness of the inclusion agenda.</p> <p>All intent documentation for each academic area will have a clear equality and diversity statement that sets out inclusion in that area.</p> <p>Teaching and learning to make reasonable adjustment to support pupils with a special educational need.</p>	<p>All staff will understand the inclusion agenda and the school's duty.</p> <p>All intent and plans have inclusion at the heart of the work.</p> <p>Pupils have equal access to the curriculum.</p>	JWI (DHT) / Subject & Class teachers	<p>End of term 3.</p> <p>End of term 3.</p> <p>Immediately and reviewed in line with the Assess, Plan, Do &amp; review process.</p>
Support all in class work with appropriate technology and strategies for Interactive white boards.	<p>Purchase 20 lap tops to provide SEND pupils with IT equipment.</p> <p>Upgrade the current Word package across the school to 2020, which has Immersive Reader.  <a href="https://schoolsict.co.uk/what-we-do/office-365/learning-tools/immersive-reader#:~:text=It%20is%20available%20in%20OneNote,the%20web%20version%20of%20Outlook">https://schoolsict.co.uk/what-we-do/office-365/learning-tools/immersive-reader#:~:text=It%20is%20available%20in%20OneNote,the%20web%20version%20of%20Outlook</a>.</p> <p>Ensure staff are trained in the use of immersive reader.</p>	<p>Budgets allocated and laptops purchased in a phased programme.</p> <p>Pupils will have access, through a booking system to technology to support in class work.</p> <p>Budgets allocated and laptops purchased in a phased programme.</p> <p>Immersive reader will allow work to read to pupils and pupils to practice voice to text.</p> <p>Staff are instructed on how to use Immersive Reader to support access to the curriculum.</p>	<p>DM/AJ</p> <p>DM/AJ</p> <p>JWI (DHT) / Subject &amp; Class teachers</p>	<p>Phased across three years</p> <p>End of April 2021 – 7 lap tops.</p> <p>End of April 2022 – 7 lap tops.</p> <p>End of April 2023 – 7 lap tops.</p> <p>April 2021</p> <p>July 2022</p>

	<p>All pupils to have a training session on inclusion features of the Immersive reader in Microsoft and Chromebook devices in their tutor time and/or assemblies.</p> <p>Provide pupils with the option of BYO devices through written agreements with parents and appropriate filtered access to the network.</p> <p>White boards to have a background colour other than white to support visual stress and dyslexia.</p>	<p>Pupils are instructed on how to use Immersive Reader</p> <p>Infrastructure for secure access in place.</p> <p>Safe usage agreements signed by pupils and parents.</p> <p>Pupils can start to bring in devices that can be used in learning.</p> <p>Staff trained on reasons behind colours on boards.</p> <p>Pupils with these needs can have greater access the board work.</p>	<p>SA/SWSA/TAs</p> <p>DM/AJ</p> <p>DM/AJ</p> <p>JW</p> <p>SW/SA</p>	<p>30<sup>th</sup> September 2022</p> <p>30<sup>th</sup> September 2022</p> <p>5<sup>th</sup> September 2022</p> <p>30<sup>th</sup> September 2022</p> <p>30<sup>th</sup> September 2022</p> <p>5<sup>th</sup> April 2021</p>
Classroom displays and arrangements will have a common layout and reduce cognitive overload through expectations.	SLT to decide the format of classroom displays for the whole school.	Low literacy and pupils with ASC will be able to access the information available to them to learn.	SWI (AHT Teaching and Learning)	5 <sup>th</sup> April 2021
Ensure ICT equipment been fitted with additional software / hardware to allow access for disabled pupils	<p>The appropriate number of Dragon reader licenses is downloaded and ready for use for SEND pupils.</p> <p>Review the</p>	Pupils have access to a word to text and reader programme.	SENDCo	15 <sup>th</sup> July 2021
Access arrangements and laptops (prepared in line with the examination boards'	Appoint an examinations officer to work with the academic staff and SENDCo to prepare documentation and	Examinations officer can plan and prepare examination plans to meet the access needs of the pupils.	DM & SA & SW Lead	Recruit and in place by September 2021.

ICE document (or similar)	<p>enter for access arrangements for pupils who require this.</p> <p>Appoint or train a Level 7 assessor for the Access Arrangements for Form 8.</p> <p>Train staff on access arrangements and what this means in the day to day work of a teacher.</p> <p>Check that normal working practice is in place and inform the teaching staff of the access requirements for each pupil with SEND to ensure day to day working practice is line with this requirement.</p>	<p>Class work and internal assessments can prepare pupils for the examinations.</p> <p>Staff can plan for the needs of the pupils.</p> <p>Term 1</p> <p>Term 2</p>		<p>Recruit or agree sharing arrangements by September 2021.</p> <p>Term 1 2021/22</p> <p>Term 2 2021/22</p>
Specialist accessibility equipment to be reviewed and planned in advance during EHCPs and IHCPs for pupils in the school.	During reviews of EHCPs and IHCPs for pupils in the school, the staff will plan for specialist accessibility equipment	The school will continue to adapt to the needs of the changing pupil cohort.	SENDCo	As required in EHCP and IHP review process.
Ensure all staff have access to key information that will allow them to make decisions on reasonable adjustment.	<p>Ensure teachers and TAs have access to ILPs on the Provision Map via Class Charts (teachers) &amp; Provision Map (TAs)</p> <p>Publish SEND and Reading age data on Class Charts or similar programme.</p>	Staff will be make reasonable adjustments to their teaching.	SENDCo	<p>Jan 2021</p> <p>Reading data end of April 2021</p>

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities

Target	Action	Outcome	Responsibility	Timeframe
<p>To ensure that school documentation is consistent and accessible to everyone.</p>	<p>Common school font to be used in all correspondence.</p> <p>Plain English approach to all correspondence</p> <p>For whole group correspondence, a set method of communicating to parents through a pre-agreed contact route: parent mail.</p> <p>All emails will have a common format to signature to allow parents to quickly establish key information about the SENDER and social media sites for the school.</p>	<p>All correspondence will be accessible.</p> <p>Parents will receive plain English correspondence through a predictable method.</p> <p>Reducing the complexity of letters will help EAL parents to use Google translate etc.</p>	<p>DM</p>	<p>End of March 2021.</p> <p>End of March 2021.</p>