



# Accessibility Plan

<b>Reviewed By</b>	<b>Matthew Taylor Andrea Whitehead</b>
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<b>Approved by/when</b>	<b>Matthew Taylor March 2024</b>
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## **Vision Statement:**

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. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief 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 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 Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Academy Lead.

At Lever Park we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing an environment that enables full curriculum access that 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 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 school.

1) The Lever Park Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, the Trust and in consultation with our pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Lever Park Academy is committed to providing an environment that enables full curriculum access that 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 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 school.

4) The Lever Park Academy 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 Lever Park Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:-

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school 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 school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- School Prospectus
- School Improvement Plan

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the academy website.

11) The Accessibility Plan will be monitored through the local governing body.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information pupils, Our

objectives are detailed in the Action Plan Appendix 1

## **Current position and good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers before admission. If necessary a risk assessment or medical plan is written. For parents and carers of children already at the academy, we collect information on disability as part of the admissions process through pupil's questionnaires, our reviews with the mainstream/previous schools, as part of a survey of parents' views, or in conjunction with a letter home.

## **Physical Environment**

The main school entrance is accessible to all as it has no steps to the entrance. The main entrance is secure and operates electric doors that open without assistance and has a low reception hatch, this being fully accessible to wheelchair users. The building is single storey and is accessibly throughout.

There is an additional single storey building that again is accessible to all and has assisted opening doors.

The school has a disabled toilet and shower that is accessible through the hall. It is fitted with a handrail and pull emergency cord. The other building has a disabled toilet, with a fitted handrail.

On-site parking for staff and visitors includes two disabled parking bays.

The local authority provide transport for all pupils and if required will provided adapted transport for those with disabilities.

All pupils can access the outdoor area which consists of a large yard and an all-weather pitch.

The vocational areas are accessible to all.

The school has internal emergency signage and escape routes which are clearly marked.

Communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

To obtain data on future pupil population to facilitate advanced planning includes liaison with the Local Authority (LA) and the Trust team.

Transport to and from our enrichment activities would be problematic due to no access for wheel chairs on the minibuses.

## **Curriculum**

Some areas of the curriculum present particular challenges for those with physical disabilities to access, for example: PE, enrichment activities for pupils with a physical impairment. Due to the personalised nature of our curriculum wherever possible we ensure activities are tailored to ensure those with physical disabilities can access the same quality of curriculum e.g using a swimming pool that has a hoist support.

We liaise with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour). We work closely with the LA SEND team to support our pupils via their educational health care plans. We conduct annual reviews of their EHCP's to meet pupil's needs.

In the academy where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers, scribes, rest breaks. These are managed through the exams procedures and via the EHCP's.

There is a provision of a bank of disability specific, specialist resources, available to support individual pupil needs.

In using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, learning strategies (visual/auditory/kinaesthetic). Pupil's are set clear learning objectives that are appropriately differentiated for individual pupils. We ensure that parents/pupils are included in the target setting process. We encourage the use of clear, well-presented visual aids to the support learning of all pupils.

The academy takes full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils. Using ability groups to target additional needs, with skilled learning mentors to support learning.

The academy makes every effort to enhance inclusion at all times. We create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community. This is done via our curriculum through assemblies and form times and our ethos across the school.

We continue to develop mutual support and understanding between colleagues when working with pupils with challenging disabilities through staff wellbeing activities.

Staff training is undertaken as appropriate to the needs of our pupils e.g. administering medication, MAPA, first aid, epilepsy training etc.

### **Information Access:**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff as required.

There are visual timetables and information supported by signs/symbols for targeted pupils.

The use of verbal or large print information is available as and when required.

Text messaging to parents

Regular review meetings with parents

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local authority, in particular the SEND team and other professionals to meet the needs of all pupils.

### **Monitoring**

The current 3 year Accessibility Plan relates to the Access Audit of the School completed on 23/06/2021 updated 04/03/24 by Andrea Whitehead and Matthew Taylor. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit, which remains the responsibility of the governing body, will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The performance of individuals continues to be monitored on a half termly/termly basis through progress/review meetings with the relevant staff, mainstream schools and outside agencies. The performance of groups, including those with SEN and/or a disability, takes place on a termly basis with each teacher.

<b>Target Curriculum</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Desired Outcome</b>	<b>Date completed</b>
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling program of training for all staff	Annually	Leadership team	Staff feel equipped to deal with pupils with additional needs.	
To ensure staff are trained to support pupils with medical conditions.	Update staff training as required in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy</li> <li>• Diabetes</li> </ul> and as required in other specific conditions.	Staff meetings and INSET for all staff during 23/24	Leadership team	Staff have improved knowledge in medical conditions that may affect our pupils.	
To ensure that staff are trained to support pupils with emotional needs.	Staff to have access to the level 2 Counselling course. MAPA updates yearly. Internal training around the behaviour	Annual rolling program	Leadership team	Staff have increased confidence to deal with the emotional needs of pupils.	
Organise all the SEN resources into accessible points for all staff to access.	Audit of current resources and desired resources. Collation of packs and accessibility shared with staff.	To be in place for September 2023 and updated through EHCP review	Pastoral team	Improved resources for pupils and staff have a better understanding of resources available to support learning.	
<b>Target Physical environment</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Desired Outcome</b>	<b>Date completed</b>



Emergency Access All students and adults to be able to evacuate the building safely in an emergency.	Fire escape plan to be reviewed and updated as required and at least annually. Drills to take place termly including what do to do if any exits are blocked.	Throughout 2023/24	Leadership team	All staff to be confident in exiting the building in instances of an emergency.	
Physical Access Audit of accessibility of school buildings and grounds by Governors.	Governor visits to take place to review the access arrangements of the building of the building	Summer term 2023/2024	Academy Lead	Governors have an understanding of the accessibility of the school and the grounds.	

Target Information Access	Strategies	Timescale	Responsibility	Desired Outcome	Date completed
To improve the information on the BIT website so information is accessible to all.	Website to include information in visual and auditory form.	Summer 2023/24	Academy Leads and Finance Director	All users can access information on the website.	
To review children's records ensuring we as a school are awareness of any disabilities	Information collected about new children from previous school and parents. Records shared with staff as required. Medical forms updated annually for all children Children with significant health problems have detailed information shared with relevant staff and folder of information kept in the office.	2023/24	Leadership team	A comprehensive understanding of the health needs and disabilities of pupils within the school.	

