



# Accessibility Plan

2020- 2023

Reviewed September 2020

Reviewed every 3 years

## **Background to the Plan**

At Enfield Academy of New Waltham, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in compliance with paragraph 3 of Schedule 10, relating to Disability, of the Equality Act 2010. (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>). School AIC members are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, 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) an 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 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 paragraph 3 of Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Enfield Academy of New Waltham is committed to providing an environment that enables full curriculum access and includes 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. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities. We respect a parent and child’s right to confidentiality.

Enfield Academy of New Waltham’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

### **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school’s Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

## The Accessibility Plan

The Plan contains relevant and timely actions to:-

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to 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 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.

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

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

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- Academy Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The priorities for the Accessibility Plan for our school were identified by:

- Principal
- SENCo
- Site Manager
- Trust Premises Director
- AIC members

## Action Plan A - Improving Physical Access

Enfield Academy is fully accessible and on one level, with raised slopes providing access to all external doors. There are no internal steps and all internal doors and fire exits are easily accessible. There is a disabled parking bay in the car park with visible markings. There is a disabled toilet with an accessible sink, hand-rails, an electric powered changing bed and an emergency pull cord.

Target	Strategies	Timescale	What will success look like
To be aware of the access needs of disabled children, staff, AIC members and parents/carers	<p>Ensure the school staff &amp; AIC members are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children – if there are any newcomers to school</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired</p>	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff, pupils, AIC members and parents/carers are confident that their needs are met.</p> <p>Continuous monitoring to ensure any new needs arising are met.</p> <p>Parents, pupils, staff and visitors have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Review site safety for anyone who becomes visually impaired	<p>Yellow paint needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape play equipment, edges and corners to help visually impaired people, if appropriate</p> <p>Check regularly flashing beacons that signal fire alarm activation</p>	Annually, and as new children join the school throughout the year	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges, black/yellow tape and flashing beacons to be monitored as needed throughout the school year.</p>

## Action Plan B - Improving Curriculum Access

Teachers are rigorous in providing learning opportunities and resources appropriate to the differing needs of children. They provide a programme of interventions and personalized learning alongside the teaching assistants. Staff have regular training sessions appropriate to the special educational needs of the pupils at Enfield, led by the Local Authority SEN support consultant and /or her specialist colleagues, our assigned Educational Psychologist and our qualified SENCO.

Examples of additional needs at Enfield Academy: Dyspraxic (DCD) children are provided with a wobble cushion, a writing slope, an iPad and motor skills interventions, where needed; children on the autistic spectrum / ADHD and others with additional needs are supported with a personalised learning plan, and 1:1 support where necessary; tinted overlays are provided for children with scotopic sensitivity; and children with SEMH have access to nurture provision from our qualified Mental Health First Aider, in addition to class support.

Target	Strategies	Timescale	What will success look like
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible, including for pupils with SEMH	On-going	All pupils are able to access all school trips and take part

## Action Plan C – Improving the Delivery of Written Information

Parents with English as an additional language are able to access the web-site through Google translate.

Target	Strategies	Timescale	What will success look like
Ensure availability of written material in alternative formats, if it specifically requested in the future	The school will make itself aware of the services available for converting written information into alternative formats, as appropriate to any needs that arise	As and when required	Information materials will be available to parents in the format appropriate to their needs.

