



**Evolve
Academy**

Accessibility Plan

LAST REVIEW NEXT	Nov 2022	REVIEW PERIOD	3 Years
NEXT REVIEW DATE	Nov 2025	TYPE OF POLICY	Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

Evolve Academy Accessibility Plan 2022-2025

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 Academy Council are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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.

Evolve Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a Three-year period.
2. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy 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; (If a school fails to do this they are in breach of the DDA). 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 handouts, 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.
- 3. 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 governors' committees will contain an item on "having regard to matters relating to Access".
- 4. The School's complaints procedure will cover the Accessibility Plan when reviewed.
- 5. The Plan will be monitored through Academy Council.
- 6. The Plan will be monitored by Ofsted as part of their inspection cycle.
- 7. 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.

Evolve Academy Accessibility Plan

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) to create access plans for individual disabled children as part of the IEP process	As required	SENCO / Class Teacher	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. Volunteers are aware of needs of SEN children at all times
	b) to ensure staff and Academy Council members can access areas of school used for meetings	Ongoing	Headteacher	Staff and Governors are confident that their needs will be met.
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
	d) circulate information to relevant staff on Access to Work scheme	TBC	Headteacher	Access to Work information in staff handbook and on staffroom noticeboards

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Premises Officer / Headteacher	Disabled parents / carers / visitors feel welcome.
	b) check the outer door is wide enough for a wheelchair	TBC	TBC	
	c) provision of appropriate seating	TBC	TBC	Visitors can sit down if waiting for reception.
	d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.	TBC	TBC	Wheelchair users aren't waiting because staff sitting in the office can't see them
Maintain safe access for visually-impaired people	Check condition of yellow paint on step edges regularly and renew as needed Check exterior lighting is working on a regular basis.	Ongoing	Premises Officer	Visually-impaired people feel safe in school grounds
	Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required	As required	SENCO/Premises Officer	Child knows where equipment ends
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled . students		SENCO	All disabled pupils and staff working with them are safe in the event of a fire.

Targets	Strategies	Timescale	Responsibility	Success Criteria
	b) Ensure all staff are aware of their responsibilities in evacuation	TBC	Headteacher	There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people can be evacuated quickly and easily
	c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps	TBC	SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	
	d) Ensure there are enough fire exits around school that are suitable for people with a disability		Headteacher	
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice on suitable equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues September 2020 and ongoing Headteacher Raised confidence of support staff	Identify training needs at regular meetings	TBC	Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	Headteacher / SLT	All staff aware of individual needs
Review curriculum areas and planning to include disability areas	Include specific reference to disability equality in all curriculum reviews	TBC	Headteacher	Gradual introduction of disability issues into all curriculum areas
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	Ongoing	Headteacher / SLT	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school	Discuss with staff	As required	Headteacher/appropriate staff	Disabled children feel able to participate equally in out of school activities.
Review PE curriculum to ensure PE is accessible to all students	Review PE curriculum to include disability sports	TBC	Headteacher	All pupils have access to PE and are able to excel

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in braille if required	Braille signs to the right of all doors if required because there is a visually-impaired member of the school community.	As required	Headteacher	All people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille,	Annually	Headteacher	Staff more aware of preferred methods of communication, and parents feel included