



Accessibility Plan

LAST REVIEW NEXT	July 2023	REVIEW PERIOD	3 Years
NEXT REVIEW DATE	July 2026	TYPE OF POLICY	Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification: 26th June 2023

Signature: 

Print name: Michael Gray – Chair of Academy Council

Inspire Academy Accessibility Plan 2020-2023

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.

Inspire 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 Academy Councilors' committees will contain an item on "having regard to matters relating to Access".
 4. The Academy'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 Academy Councilors in the matter of disability discrimination and the need to inform attitudes on this matter.

Inspire Academy Accessibility Plan

Physical Access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, Academy Councilors and parents, carers	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.
Ensure the school staff and Academy Councilors are aware of access issues	b) to ensure staff and Academy Councilors understand about access areas of school used for meetings	Ongoing process	Headteacher	Staff and Academy Councilors 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 process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) circulate information to relevant staff on Access to Work scheme	In place Autumn term 2020	Headteacher / SLT	Parents have full access to all areas of school. Access to Work Information in Staff

				<p>Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p> <p>d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Daily check to ensure the area is clear of obstructions</p> <p>Ongoing</p> <p>Seating in place</p> <p>Autumn Term 2023</p>	<p>Premises Officer / Headteacher</p> <p>Academy Councilors</p> <p>Headteacher</p> <p>H&S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> <p>Wheelchair users aren't waiting because staff sitting in the office can't see them</p>
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly	Ongoing checks	Site Manager / Academy Councilors	Visually impaired people feel safe in

	Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required	As required	Academy Councilors SENCO / Premises Officer	school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. 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 pupils. b) Ensure all staff are aware of their responsibilities in evacuation c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps	Autumn 2023 Autumn Term 2023	Welfare Manager Headteacher to remind staff SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school
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Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	ongoing	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		Headteacher/SLT	All staff are aware of individual's needs
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

Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually, or when required	Headteacher/PE Teacher	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually, or when required	Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff, and people school activities. Support would have to be available – especially after school.	As required	Headteacher / appropriate staff	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages and braille if that becomes required	We will place braille signs to the right of all doors if we have 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, other languages	Annually	Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
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