



## Accessibility Plan

<b>LAST REVIEW NEXT</b>	<b>July 2020</b>	<b>REVIEW PERIOD</b>	<b>3 Years</b>
<b>NEXT REVIEW DATE</b>	<b>July 2023</b>	<b>TYPE OF POLICY</b>	<b>Statutory</b>

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

## **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 Advisory Board 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 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.

**Inspire Academy Accessibility Plan**

**Physical Access**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; 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.
	b) to ensure staff and Advisory board members can access areas of school used for meetings	Complete Autumn term 2020	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 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>
<p>Ensure everyone has access to reception area</p>	<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 in clear of obstructions Autumn term 2021</p> <p>Seating in place Sept 2020</p> <p>Autumn Term 2021</p>	<p>Premises Officer / Headteacher</p> <p>Advisory Board</p> <p>Headteacher</p> <p>H&amp;S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them</p>
<p>Maintain safe</p>	<p>Check condition of</p>	<p>Ongoing</p>	<p>Premises Officer /</p>	<p>Visually impaired people feel safe in</p>

<p><b>access for visually impaired people</b></p>	<p><b>yellow paint on step edges regularly</b>  <b>Check exterior lighting is working on a regular basis</b>  <b>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required</b></p>	<p><b>checks</b></p> <p><b>As required</b></p>	<p><b>Advisory Board</b></p> <p><b>SENCO / Premises Officer</b></p>	<p><b>school grounds.</b>  <b>Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door.</b>  <b>Child knows where equipment ends</b></p>
<p><b>Ensure all disabled people can be safely evacuated</b></p>	<p><b>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</b>  <b>b)Ensure all staff are aware of their responsibilities in evacuation</b>  <b>c)If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps</b></p>	<p><b>Autumn 2020</b></p> <p><b>Autumn Term 2020</b></p>	<p><b>Inclusion Manager</b></p> <p><b>Headteacher to remind staff</b></p> <p><b>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</b></p>	<p><b>All disabled pupils and staff working with them are safe in the event of a fire.</b>  <b>There is constant supervision for disabled children who would need help in the event of an evacuation.</b>  <b>Disabled people in wheelchairs can be evacuated quickly and easily</b></p>
<p><b>Provide hearing loops in classrooms to support pupils with a hearing impairment</b></p>	<p><b>Take advice on appropriate equipment if this becomes necessary</b></p>	<p><b>As required</b></p>	<p><b>Headteacher</b></p>	<p><b>All children have access to the curriculum</b></p>

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**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	September 2020 and 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	Review PE curriculum to include disability sports	Spring term 2021	Headteacher/PE Teacher	All pupils have access to PE and are able to excel. Child's T.A. will be there all

<b>pupils</b>				<b>the time</b>
<b>Review curriculum areas and planning to include disability issues</b>	<b>Include specific reference to disability equality in all curriculum reviews</b>	<b>Summer 2021</b>	<b>Headteacher</b>	<b>Gradual introduction of disability issues into all curriculum areas</b>
<b>Ensure disabled children can take part equally in lunchtime and after school activities</b>	<b>Discuss with staff, and people school activities. Support would have to be available – especially after school.</b>	<b>As required</b>	<b>Headteacher/appropriate staff</b>	<b>Disabled children feel able to participate equally in out of school activities.</b>

**Access to information**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<b>Signage around school to be in other languages and braille if that becomes required</b>	<b>Plans for a welcome sign in reception – multiple languages  We will place braille signs to the right of</b>	<b>Autumn 2020  As required</b>	<b>Headteacher</b>	<b>ALL People feel they are welcome in school</b>



	<b>all doors if we have a visually impaired member of the school community</b>			
<b>Inclusive discussion of access to information in all parent/teacher annual meetings</b>	<b>Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multi-lingual access</b>	<b>Annually  Autumn 2020</b>	<b>Headteacher  Headteacher</b>	<b>Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all</b>