2020-2023
Accessibility Plan

Approved by the Governing Body: **Dec 2021**

Date of next review: **Dec 2024**

Head Teacher: Mr Lee Glynn

Chair of Governing Body: Mrs Lynne Lowe

Unicef
Silver Award School

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Articles linked to this policy: Articles 2, 3, 5, 12, 23, 28, 29

1. Aims

Schools are required under the Equality Act (2010) to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring that all disabled pupils, staff, parents and members of the wider school community feel safe, happy and well supported at Robin Hood Academy. At all times, we follow The Equality Act (2010) and will support all children with physical and mental impairment to our best endeavours.

At all times, we will ensure that no member of our school community with a disability is treated less favourably than other pupils and we will regularly review our provision and adaptations to ensure that a child's disability is being supported fully and effectively.

Every three years, the School's Accessibility Plan will be reviewed and updated. The plan:
- Promotes disabled children's access to the School's Curriculum.
- Assesses the school's physical environment so that disabled pupils, staff, parents and other members of the school community can make the most of educational opportunities, facilities and services offered.
- Improves the delivery of information for disabled pupils, parents, staff and other members of the school community.
- Is informed by an Accessibility Audit and a copy of this is located in Appendix 1.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act (2010), including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, for example Local Authority SEND services.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the Complaints Policy sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors of the School. Over the next Academic Year, Pupil and Parent voice will also be incorporated in this plan's development.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act (2010) and the Department for Education (DfE) guidance for schools on the Equality Act (2010).

The Equality Act (2010) defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as Asthma, Diabetes, Epilepsy and Cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act (2010), to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act (2010). In November 2020, an Accessibility Audit was undertaken to inform the Action Plan (please see Appendix 1 for the Accessibility Audit).

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date to complete actions by	Success Criteria
To increase access to the School Curriculum for pupils with a Disability.	Where required, the School Curriculum may be differentiated or additional scaffolds put in place to help support a child's accessibility to their learning and reduce any potential barriers. Visual prompts and practical resources are used to help further promote a pupils' understanding and long-term retention of concepts. Children requiring additional learning support have an Individual Learning Plan (ILP) which outlines a child's support provision plan and specific targets in academic areas to help promote their ongoing learning and progress. We may adapt our resources and staffing to help support specific children's needs, for example allocating a Key Person within school to help	To further develop High-Quality Teaching and Learning approaches at both a whole-school level and to promote the support provision of specific children. To use Individual Target Plans effectively as an ongoing planning, assessment and intervention support tool.	Regular Learning Walks to be undertaken, as part of 'Progress in Practice' phases, with a focus on reviewing High-Quality Teaching and Learning approaches and personalised provision for specific pupils. Regular SEND Book Looks to monitor the effective use of Individual Learning Plans. ILPs to be reviewed and updated, as necessary each half-term.	(SENCO)	End of 2021-2022 Academic Year Curriculum access is reviewed annually	Whole-School High-Quality Teaching and Learning approaches are evident during 'Progress in Practice' weeks. Evidence of ILPs being reviewed and updated by the Class Teachers and School SENCo every half-term. ILPs being effectively used for ongoing planning, assessment and intervention and evidenced through fortnightly SEND Book Look records.

	support a child's emotional wellbeing and transition into School. For certain children, we will take additional advice from Outside Agencies such as Educational Psychology, Pupil School and Support, Communication and Autism Team, Physical Difficulties Support Service and the Sensory Support Service. We will always act on recommendations made by these organisations if they can be met within our school's Local SEND Offer, for example laptops, coloured overlays, visual timetables, larger font. Please see Accessibility Audit in Appendix 1 for further information.		Outside Agencies to be regularly consulted, as appropriate, to ensure that the support provision for specific children promotes their access to the School Curriculum. Further staff CPD, focused on High-Quality Teaching and Learning, to be provided in the Spring Term. Pupil and Parent voice is collected about the effectiveness of strategies used to promote curriculum access (e.g. ILPs).			Evidence of the School SENCo consulting with Outside Agencies to help inform support provision for specific pupils. Gathered Pupil and Parent voice is used to refine and further shape ILPs.

To improve and maintain access to the physical environment.	Our School environment has the following features to help support individual needs: ● Ramps to help support wheelchair access with continuous handrails. ● Colour contrasting stairs/steps. ● Disabled toilets /changing facilities ● Library shelves at wheelchair-accessible height. ● School furniture which can be moved and adjusted to help support individual needs. Please see Accessibility Audit in Appendix 1 for further information.	To review and consider improved wheelchair access to the Nursery Unit. To review and consider improved wheelchair access t. To consider Evac-Chair training To re-paint the steps of the Nursery and RA entrances to improve the level of colour contrasting. To gather Pupil and Parent voice on the physical access of the School environment.	School SENCo and Site Manager to review and consider Action Points identified in the Accessibility Audit undertaken in November 2020.	(SENCo) (Site Manager)	End of 2021-2022 Academic Year Reviewed annually through the Accessibility Audit,	Action Points identified in the Accessibility Audit (November 2020) are reviewed and necessary steps taken. Evidence of Pupil and Parent voice regarding the physical access of the School environment.
To improve the delivery of information to pupils with a disability	A range of communication methods and adaptations for specific children is provided to ensure that information is accessible.	To review internal signage to ensure that outside visitors and new pupils are appropriately supported.	School SENCo and Site Manager to review and consider Action Points identified in the Accessibility Audit	(SENCo) (Site Manager)	End of 2021-2021 Academic Year	Action Points identified in the Accessibility Audit (November 2020) are reviewed and

	This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● Information resources in simple language ● Access to ICT to support learning Please see Accessibility Audit in Appendix 1 for further information.	To provide alternative formats to key SEND information resources, for example the SEND Information Report. To review the whole-school need for implementation of a Hearing Induction Loop. To review evacuation alarms and their access to all pupils (e.g. visual cues for evacuation). To further develop Assistive Technology systems for pupils requiring additional ICT support. To gather Pupil and Parent voice on information delivery.	undertaken in November 2020.		Reviewed annually through the Accessibility Audit,	necessary steps taken. A wider range of Assistive Technology resources are available for pupils, who require additional ICT opportunities to help promote their learning and engagement. Evidence of Pupil and Parent voice regarding information delivery.
To develop staff training to	Training areas focused on SEND issues and themes are	To identify further training opportunities	Opportunities for Disability awareness	(SENCo)	End of 2021-2022	School staff will have access to

enable all staff to understand and recognise Disability issues.	included termly in the whole-school CPD cycle. Through the CPD cycle, staff have developed some awareness of the key issues relating to Disability awareness, for example the importance of making reasonable adjustments, where appropriate. It is felt that further CPD training is required in this area to further develop staff's understanding of key Disability issues, for example further understanding the relevance of the Equality Act (2010) and how reasonable adjustments can help to promote High-Quality Teaching and Learning. For children presenting with specific needs requiring reasonable adjustments, further training and support is provided by Local Authority Outside Agencies, for example the Visual Impairment Team to help inform approaches used to support children who have visual needs.	to develop staff's understanding of Disability issues and related legislation. To further develop support provision documents, for example ITPs/SEND Support Plans so that essential reasonable adjustments can be outlined to further support children with Disabilities.	training to be planned into the Academic Year CPD cycle. Support provision documents for children with disabilities to be reviewed so that essential reasonable adjustments can be clearly detailed to help support High-Quality Teaching and Learning approaches.		Academic Year Staff training needs are reviewed annually	additional training focused on developing the understanding of key Disability issues. Staff voice opportunities to outline CPD strengths and training needs. Support provision documents for pupils with Disabilities will include additional detail on the essential reasonable adjustments required. The impact of additional CPD for staff will be evident in: Whole-School Learning Walks Pupil Voice activities CPD evaluation forms

To develop whole-school provision for Social, Emotional and Mental Health Needs.	Currently we have a tiered system in School to help support children's Emotional Wellbeing: Tier 1 – Class-based Pastoral support and PSHE learning Tier 2 – Targeted support from the Pastoral Team Tier 3 – Specialist support from School Counselling service or local mental health services	To up-skill Class Teachers and Support Staff to provide class-based Pastoral support. To further develop Pastoral evidence-based targeted interventions. To measure the impact of targeted and specialist support provision through 'soft data' collection. To liaise with Outside Agencies to ensure that the tiered whole-school support system is used appropriately.	Staff CPD training opportunities to further develop Mental Health needs awareness and Pastoral support approaches. Evidence-based Pastoral interventions to be researched and trialed, if felt to be appropriate for our school setting and appropriate Emotional Wellbeing needs. Outcome measures and evidence of impact to be used to demonstrate the effectiveness of Pastoral interventions.	(SENCo) Pastoral Team	Ongoing Staff training needs are reviewed annually	Class-based Pastoral support will be regularly used to support all children's Emotional Wellbeing. Children requiring additional targeted or specialist support will be identified as part of an Early Intervention approach. For specific children, Outside Agencies will be consulted for additional advice and support. Outcome measures are beginning to be used to demonstrate the impact of Pastoral interventions. Staff will be accessing regular CPD focused on building their understanding and awareness of Emotional Wellbeing

						support approaches and Mental Health issues.

4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Lee Glynn (Headteacher).

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs (SEN) Information Report

Appendix 1: Accessibility Audit

Response Key:

1 – Yes, completely

2 – Almost, working towards meeting the guidance

3 – Partially

4 – Not yet considered

Section 1: Disability Awareness/Training		1	2	3	4	Additional Comments
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			X		**November 2021** Although staff have some understanding of the key issues relating to disability awareness, it is felt that further CPD training is required in this area.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities, if required.		X			**November 2021** Although staff have some understanding of the key issues relating to disability awareness, it is felt that further CPD training is required in this area. School staff are supported by the School SENCo to implement reasonable adjustments in whole-class teaching for certain pupils, where required, alongside additional support from Outside Agencies (e.g. PSS,

						PDSS, VI Team). We are planning to further develop staff's knowledge and understanding of supporting children with physical disabilities. Should a child begin School with significant physical disabilities, further specialist training would be implemented.

Section 2: How does your school deliver the curriculum?	1	2	3	4	Additional Comments
3 Do all staff seek to remove all barriers to learning participation?		X			**November 2021** School staff are supported by the School SENCo to implement reasonable adjustments in whole-class teaching for certain pupils and remove possible barriers, where required, alongside additional support from Outside Agencies (e.g. Educational Psychology, PSS, PDSS, VI Team). We are continually developing High-Quality Teaching and Learning approaches and the effective use of children's Individual Target Plans.
4 Is teaching appropriately differentiated to meet individual needs so that children can make good progress?		X			**November 2021** Teaching staff are aware of the importance of providing differentiation, scaffolding or personalised learning opportunities for certain pupils, where appropriate. For some children, Outside Agencies may also be involved to provide

						further support in this area, for example Educational Psychology or PSS. We are continually developing High-Quality Teaching and Learning approaches and the effective use of children's Individual Target Plans.
5	Are all children encouraged to take part in music, drama and physical activities?	X					**November 2021** All children are encouraged to take part in these activities and if required, reasonable adjustments are put in place to help promote all children's participation in these learning opportunities.
6	Do staff provide alternative ways of gaining access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in Physical Education?	X					**November 2021** With the support of the School SENCo and Outside Agencies (should they be involved), reasonable adjustments are made to help promote all children's access to learning opportunities and if required, alternative arrangements can be made so that children are supported in the best possible ways.
7	Do all staff understand, recognise and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?		X				**November 2021** All staff understand the importance of inclusion for all within our School's Curriculum and the need for reasonable adjustments to be put in place, where required. We are continually developing High-Quality Teaching and Learning

							approaches and the effective use of children's Individual Target Plans.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	X					**November 2021** All staff understand and show an awareness that some children may require additional time during learning activities. Access Arrangements for testing are also carefully considered with the additional support of the School SENCo and Assessment Lead.
9	Do you provide access to appropriate technology for those with disabilities?	X					**November 2021** Should appropriate technology be required for certain pupils, and recommended by Outside Agencies or detailed within additional support documentation (e.g. EHC Plan and SEND Support Plan).
10	Are school visits made accessible for children irrespective of attainment or disability?	X					**November 2021** All children are encouraged to take part in these activities and if required, reasonable adjustments are put in place to help promote all children's participation in these wider learning opportunities.

Section 3: How does your school deliver materials in other formats for anyone who needs it?		1	2	3	4	Additional Comments
11	Do you have arrangements to provide information in simple language, symbols, large print on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed communication?		X			**November 2021** For children who could have difficulties with accessing standard forms of printed communication, reasonable adjustments are made, alongside specialist advice from Outside Agencies, if required (e.g. Visual Impairment Team). Consistent
12	Do you have facilities such as ICT to produce written information in different formats?	X				**November 2021** For children who require written information, School do have ICT resources to facilitate this adjustment. Should a child require more specialist provision, then this would be access with further support from the Local Authority and Outside Agencies.
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				**November 2021** As part of our Accessibility and SEN provision review processes, we regularly review how information is presented and that is easily accessible for individuals with disabilities.
14	Is furniture and equipment selected, adjusted and located appropriately?	X				**November 2021** If required, furniture placements would be reviewed and adjusted should this be required to help support a particular need within School. Currently, adjustments have been made to furniture placements to meet COVID-19 restrictions.

15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?			X		**November 2021** Staff supporting children with specific needs are aware of how technology can be used to provide additional layers of support. We are developing whole-school awareness of how technology is used to help support those with disabilities.
Section 4a: General		**1**	**2**	**3**	**4**	**Additional Comments**
16	Are pathways and routes logical and well-signed (both internal and external)?			X		**November 2021** The Site Manager and SENCo are aware that signage across the School needs to be further developed to support outside visitors and new pupils' awareness of particular school locations.
17	Do you have emergency and evacuation procedures to alert ALL pupils?	X				**November 2021** All children participate in regular drills for emergency evacuation procedures (e.g. fire and Lockdown. Any child requiring additional support during this time is allocated a Personal Emergency Evacuation Plan which outlines specific support that they could need in an emergency situation.
18	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X				**November 2021** Should a child require additional furniture or equipment to help support their needs, then this would be provided, consistent with Outside Agency recommendations and provision outlined in support plans, for example EHC Plan or SEND Support Plan.

19	Do furniture layouts allow easy movement for pupils with disabilities?	X				**November 2021** The layout of our classrooms and office spaces means that should we need to make adjustments to support a person's physical needs, then this could be achieved with the support of the School SENCo and Site Manager.
20	Are quiet/calming rooms available for all pupils who require this facility?	X				**November 2021** We have a school Sensory Room which can be accessed by all children who required this additional support provision. It can be accessed by wheelchair users both independently and with support.

Section 4b: Getting to the building	1	2	3	4	Additional Comments
21 Are car park spaces reserved for disabled people near the main entrance?	X				**November 2020** We have no dedicated parking
22 Are there any barriers to easy movement around the site and to the main entrance?		X			**November 2021** An audit of the building, undertaken by our School SENCo, identified the following areas where there could be barriers to movement, particularly for wheelchair users: **Corridor area from the Main Office to Visitor waiting chairs** – is very narrow and a wheelchair would be unable to travel through, however there are alternative

							routes which could be used to access this school area. **Exits out of 1MB, 1BH, 2ZY, 2FD and 3PM's classroom to the outdoor area** – the doorway is lipped and this could be challenging for a wheelchair user to exit safely. **Accessibility to the Nursery Unit** – It could be challenging for a wheelchair user due to there being stairs on the side entrance to Nursery and a more enclosed entrance at the front of the Nursery building. It has been passed onto our Site Manager for their information and to be further reviewed.
23	Are steps needed for access to the main entrance?	X					**November 2021** There is a ramp to the Main Entrance, which is accessible to wheelchair users. The main route into School at the beginning and end of the school day is also accessible for wheelchair users.
24	Do all steps have a contrasting colouring edging?		X				**November 2021** A recent audit of the building, undertaken by our School SENCo, identified that all steps have a contrasting colour edging. The steps which give access to the Nursery side entrance and the entrance to Reception A would benefit from the contrasting paint to be replenished as the paint is currently faded.

					X	It has been passed onto our Site Manager for their information and to be further reviewed.
25	If there steps, is a ramp provided to access the main entrance?				X		**November 2021** There are ramps situated in the following areas: Main Office entrance Reception C entrance to the EYFS Playground KS1 Playground entrance Dining Hall entrance 5GD and 5GT classroom entrances 1KM classroom entrance and exit Accessibility to the Nursery Unit could be challenging for a wheelchair user due to there being stairs on the side entrance to Nursery and a more enclosed entrance at the front of the Nursery building.
26	Is there a continuous handrail on each ramp and stair flight and landings?	X					**November 2021** Yes, there are continuous handrails on each ramp, stair flight and landings. The only ramps which do not have handrails are the 5GT and 5GD classroom entrances, however these are mini-ramps.
27	Is it possible for a wheelchair user to get through the principal door unaided?	X					**November 2021** At the main entrance of the school, there is a push assisted door which means that a wheelchair user can get through unaided.
28	If no, is an alternative accessible entrance provided?						N/A

Section 4c: Internal facilities		1	2	3	4	Additional Comments
29	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				**November 2021** At the main entrance of the school, there is a push assisted door which means that a wheelchair user can get through unaided. To access the main school, there is a fobbed door, however once opened, a wheelchair user would be able to negotiate the doors.
30	Do all internal doors allow a wheelchair users to get through unaided?		X			**November 2021** When fully open, most doors would allow a wheelchair user to get through unaided. For heavier doors, it would be advisable that there is another person to help support a wheelchair user to move safely through these areas.
31	Do all corridors have a clear, unobstructed width of 1.2m?	X				**November 2021** All corridors within the main school building have a clear, unobstructed width of 1.2m. The corridor area from the Main Office to Visitor waiting chairs is very narrow and a wheelchair would be unable to travel through, however there are alternative routes which could be used to access this school area.

		1	2	3	4	Additional Comments
32	Is there wheelchair accessible toilets?	X				**November 2021** There are two wheelchair accessible toilets – one located within the main school building and another by the Main Office area.
33	Are their accessible shower facilities?	X				**November 2021** There are accessible shower facilities located in the wheelchair accessible toilets within the main school building.

Section 4d: Vertical Movement		**1**	**2**	**3**	**4**	**Additional Comments**
34	How many storeys are there in School?	X				**November 2021** There is 1 storeys – the ground floor
35	If there is more than one level, do the internal steps/stairs have contrast colour edgings?	X				**November 2021** All internal steps/stairs have contrast colour edgings.
36	Is there a continuous handrail on each internal stair flight and landing?					**November 2021** N/A
37	Is there a lift which can be used by wheelchair users?					**November 2021**

		1	2	3	4	Additional Comments
						There is no lift which can be used by wheelchair users.
38	Do you have any sort of mechanical means provided to move between floors?	X				**November 2021** School has an Evac-Chair which can be used, if required. Staff trained in using the Evac-Chair are:
39	Is it possible for wheelchair users to use all the fire exits for areas to which they have access?	X				**November 2021** Wheelchair users would have access to all fire exits for areas which they have access.
Section 4e: Sensory Impairment		**1**	**2**	**3**	**4**	**Additional Comments**
40	Are non-visual guides used to assist people to use the buildings?			X		**November 2021** The School SENCo and Site Manager are going to review the use of non-visual guides around the School.

41	Could any of the décor be confusing or disorientating for pupils with disabilities?	x					**November 2021** The décor is not confusing or disorientating. There is colour contrast between the walls and carpets to help support children's perception of their physical space.
42	Is a hearing induction loop available in the School (either fixed or portable?)		x				**November 2021** School have considered the use of a hearing loop, however there are no concerns about its compatibility with different hearing aids. Should a person within the School community present with a significant hearing impairment, then further advice would be sought from the Local Authority Hearing Impairment Team.
43	Does the School have a 'Soundfield' sound reinforcement system?					X	**November 2020** School does not have a 'Soundfield' sound reinforcement system. Should a person within the School community present with a significant hearing impairment, then further advice would be sought from

						the Local Authority Hearing Impairment Team.
44	Is there a 'Soundfield' system, if so, in what area?					**November 2021** See above.
45	Do emergency alarms cater for those with hearing impairment (e.g. flashing light)?			X		**November 2021** School does have emergency alarms with a focus on emergencies being communicated through noise. Further considerations of this area have been passed onto our Site Manager for their information and to be further reviewed.