



“Let your light shine before others”

Matthew 5 v 16

The following policy is reflective of our deeply held Christian Vision and Values.

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our ‘light to shine before others’ Matthew 5 v 16

Accessibility Plan

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1. Aims

Approved By: Quality of Education Committee

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Statutory Policy

Published on the Website

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

At Selwood we are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together. Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

We are also 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. Plus, we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

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

The academy supports any available partnerships to develop and implement the plan.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

Academies 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our Academy provides scaffolds so all pupils can access the curriculum and, in a minority of cases, provides a differentiated curriculum so pupils can access work to meet their needs. 	All staff will deliver lessons using Quality First Teaching, to ensure all pupils can access the learning.	CPD sessions with a SEND focus including 'Quality First teaching' adaptations and scaffolding, meeting the needs of pupils with SEND in the classroom.	DHT (Teaching & Learning) and SENDCo	Ongoing	Teachers are confident to meet the needs of every pupil in their classroom
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	Staff will promote the use of: <ul style="list-style-type: none"> *Alternative technology for recording *Coloured overlays *Coloured paper and screen backgrounds for reading *Movement breaks 	*Purchase Bluetooth keyboards for iPads and laptops.	SENDCo School Business Manager	Ongoing	Pupils will be able to word process longer pieces of writing as a normal way of working. Coloured overlays, coloured paper and coloured screen backgrounds are used in every lesson.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability		Staff will have increased knowledge of how to adapt resources for pupils with: *Dyslexia, autism and ADHD *Visual impairment *Hearing impairment *Physical disabilities *SEMH *Allergies	CPD for all staff on how to adjust resources for pupils with: *Dyslexia, autism and ADHD *Visual impairment *Hearing impairment *Physical disabilities *SEMH *Allergies	SENDCo Virtual Schools team	Annually	Pupils will have appropriate resources to meet their needs in all their lessons
	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities 	All teachers promote people with disabilities in their teaching and are included in schemes of work	Heads of department with their team review schemes of work to include people with disabilities.	Heads of Department Department team	Ongoing	Pupils with disabilities will feel empowered knowing there are many other people like themselves.
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	Whole school data drops will include all pupils. Individual Tracking Systems will be implemented for those who need to show progress in very small steps.	SENDCo and Heads of Department to analyse data following whole school data drops.	Heads of Department SENDCo	Annually	Progress is measured and tracked for all students, including those with a disability.
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	Pupils with additional needs have Learning Plans. These have personalised targets which are SMART.	Teachers to know the targets. TAs trained to review targets with the students. Targets to be reviewed 3x a year or sooner if all have been achieved.	SENDCo Teaching assistants	Termly (3 x annually)	Pupils with SEND have appropriate targets that are regularly reviewed, following the assess, plan, do, review model.

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	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils 	All departments will review and adapt their curriculum area	Heads of department with their team review schemes of work to ensure it meets the needs of all pupils including (SEND, Pupil Premium, High Achievers)	Heads of Department	Ongoing	All pupils are able to make maximum progress with their learning.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Lift Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	All staff, pupils and visitors will have unrestricted access into, through and around the academy.	<p>Ramps- allow access to all outside rooms.</p> <p>Corridors free from clutter.</p> <p>Check the library books that interest the disabled pupils are where they can access them.</p> <p>The library consists of mixed shelving heights; however, pupils and staff would always be on hand to assist where necessary.</p>	Grounds and maintenance personnel.	Ongoing	All parts of the school accessible to all staff, pupils and visitors.
		All adults trained on how to use the lift.	<p>Annual maintenance & health & safety check on the lift.</p> <p>Training for staff including knowing where to locate the key for access.</p>	<p>Health & Safety officer</p> <p>All TAs and teachers who use G block classrooms</p>	Annually, and as adults join the school.	Upstairs classrooms able to be accessed by those who are unable to climb the stairs.

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Improve and maintain access to the physical environment		To have accessible car parking	Disabled parking bay clearly marked, close to path leading to reception.	Grounds personnel.		Disabled staff, pupils, visitors able to park close to main reception of school. They have a space they can stay in for the time they are in school.
		<p>To ensure staff know how to evacuate persons unable to use the stairs i.e. in wheelchairs from the upstairs classrooms (G block)</p> <p>To ensure there are enough fire exits around school that are suitable for people with a disability.</p>	<p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired or is wheelchair dependent.</p> <p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Fire Drill/practices</p>	Fire safety wardens	<p>Ongoing as new pupils and adults join the school.</p> <p>Daily</p> <p>Termly</p>	<p>PEEPs are reviewed and prepared as individual needs change.</p> <p>Pupils, staff, and visitors feel safe and know where to go when they have to evacuate the building.</p>

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		To maintain safety for visually impaired people	<p>Check if any children have a visual impairment resulting in white paint being 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 on poles at end of play equipment to help visually impaired children, if appropriate</p>	SENDCo Health & Safety/ inclusion lead	Annually, and as new pupils and adults join the school.	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Improve the delivery of information to pupils with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual representations • Large print resources • Resources on buff and coloured paper • Print outs of 	<p>To develop the use of visuals, resources on coloured paper and print outs of Powerpoints to support pupils with disabilities.</p> <p>When talking to the class, pupils with a disability are carefully considered.</p>	<p>CPD for all staff to further increase classroom strategies for how to help pupils with visual difficulties.</p> <p>Teacher to be fully aware of each pupils' individual need and take these into consideration when planning lessons.</p>	SENDCo Teaching staff Teaching assistants.	Ongoing	<p>Pupils with dyslexia make progress in line with all pupils.</p> <p>Pupils will be able to access all the learning and resources in lessons.</p>

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	information shared on screens. <ul style="list-style-type: none"> • Saying the pupils name before asking a question. • Carefully considering their seating position • Using technology. 	Staff to trial the use of IT to support pupils with disabilities.	CPD for all staff on how to use iPads and laptops to meet the needs of pupils (dictating and word processing written work for dyslexia, enlarging text for Visual impairment)			iPads and laptops are being used in the classrooms

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 SLT and Trustees.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy