



Accessibility plan

The Palmer Academy

Audience:	Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	Headteacher: January 2021 LGB: May 2021
Other related policies:	equality, inclusion, health & safety, safeguarding
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REAch2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here
Review:	every 3 years or more frequently if national policy requirements or the school's circumstances change Autumn Term 2023
Version number:	1.0 July 2017

REAch2 accessibility plan



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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POLICY OVERVIEW

Overarching principles

- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions

Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Regional Director or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request.



The Palmer Academy – School Accessibility Plan 2020-2023

Access to the Physical Environment				
Objectives	Actions and Timeframes	Links to other key documents	Responsibility	Date Achieved or Progress Review
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual pupils with disabilities as part of the EHCP process.	EHCPs PEEPS	AHT – SEN/D	Sept 2020: EHCP’s are in place for disabled pupils and all staff are aware of pupils’ needs.
	To ensure staff and governors can access areas of school used meetings: undertake individual risk assessments and personal emergency evacuation plans where necessary. Complete annually at the start of the academic year or when staff, governors or parents join the school community.	Health & Safety Policy	School Business Manager	Sept 2020: no PEEPs for staff or governors necessary.
	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Newsletters	Headteacher	Continuously monitored to ensure any new needs arising are met.
Ensure the school staff & governors are aware of access issues	Staff to share relevant information with volunteers and support staff to ensure continuity of care for the children. Volunteers to be made aware of needs of SEN/D children at all times	Health & Safety Policy PEEPS	AHT – SEN/D	

Ensure everyone has access to reception area. Maintain safe access for visually impaired people	Daily checks to ensure the main reception and all fire exits remain clear.		Caretaker	
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils, staff and visitors (Annually in Sept or as they join)	Health & Safety Policy PEEPs	AHT – SEN/D	Sept 2020: updated and completed
	b) Ensure all staff are aware of their responsibilities in evacuation of individuals with PEEPs September (annually) or as pupils, staff or visitors join	Health & Safety Policy PEEPs	AHT – SEN/D	
	c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps		HT/DHT to allocate classrooms based on need	Sept 2020: Disabled people in wheelchairs can be evacuated safely and quickly.
Provide hearing loops in classrooms to support pupils with a hearing impairment	As required		HT/ AHT – SEN/D	Sept 2020: none required
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 checks by classroom staff and caretaker.		All staff/ HT/ caretaker	
Ensure disabled pupils have access to full changing	Install a changing bed and facilities in the ground floor accessible toilet.	Intimate care policy	SBM AHT – SEN/D	The installation of the bed was completed on 5 th March 2021. Training for staff to follow.

facilities and are supported by trained staff.	Train staff in its use and how to support disabled pupils safely.			
Access to the curriculum				
Objectives	Actions and Timeframes	Links to other key documents	Responsibility	Date Achieved or Progress Review
Training for teachers and support staff have specific training on SEN/D barriers and issues and differentiating the curriculum effectively.	Monitor impact of current provision on SEN/D – termly monitoring calendar Provide training on differentiation techniques for SEN/D – Jan 2021	Training records in the staff team SDP	AHT – SEN/D	Implemented LSA bespoke training (Jan 2021) Delivered training to teaching staff (Jan 2021)
Ensure all staff (teaching & non-teaching) are aware of disabled children’s curriculum access needs.	Share IEPs with all relevant staff and involve all stakeholders in the implementation and review of these – Sept 2020 and termly.	IEPs/ Learning Plans Healthcare Plans	AHT – SEN/D	Sept 2020: All staff are aware of individual’s needs through transition meetings and discussions with AHT – SEN/D
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	Trips risk assessments	EVC / AHT – SEN/D	Sept 2020: all trips and visits on hold due to COVID-19 pandemic
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	PE Curriculum Guide and Planning	PE co-ordinator	
Review curriculum areas and planning to include disability and equality issues	Include specific reference to disability and equality in all curriculum reviews	Equality Duty Framework (all objectives) SDP Subject Guides	AHT – SEN/D	Curriculum review scheduled for Summer Term 2021
Ensure disabled children can take part equally in	Discuss with out of school club staff, and people running other clubs after		AHT – SEN/D	

lunchtime and after school activities	school. Support would have to be available – especially after school.			
Slides and documents adapted to support those who are visually impaired or with dyslexia (pupils can opt for coloured overlays in Microsoft Teams)	Provide Microsoft Teams training to all staff, particularly in relation to accessibility.	Staff Training Records	AHT – SEN/D	
Access to information				
Objectives	Actions and Timeframes	Links to other key documents	Responsibility	Date Achieved or Progress Review
Parents/ carers can access meetings and information when requested or as need arises. All written communication available in other formats (braille, translated etc) upon request	Ask parents about preferred formats for accessing information e.g. braille, other languages Utilise Google Translate as required Translate button available on website		Admin Staff AHT – SEN/D	By March 2021: one letter was printed with changes to support access request by a parent and one letter was translated into a parent’s home language.
Pupils and staff to use the accessibility options on Microsoft Teams	Training for staff, parents and pupils	SDP and Remote Learning Policy	AHT – SEN/D	Training provided for staff on the accessibility options in January and February 2021.