Accessibility plan

The Palmer Academy

Audience:	Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	Headteacher – Date:
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 or 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
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

Contents

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.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the IHCP process.	As required	Inclusion Manager (IM)/ classteacher (CT)	IHCP's are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used meetings	Complete Autumn term	HoS	All staff & governors are confident that their needs are met.
Ensure the school staff & governors are aware of access issues	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	HoS	Continuously monitored to ensure any new needs arising are met.

Parents have full access to all areas of school . |
| | d) Staff to share information with volunteers and support staff to | | | |

	ensure continuity of care for the children	Plans for children with specific access issues to be in place by AutumnT2	IM	Volunteers are aware of needs of SEN children at all times
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Caretaker / Standards Committee/	Disabled parents / carers / visitors feel welcome.
	b) check the outer door is wide enough for a wheelchair	Autumn term 2014	Standards Committee	
	c) provision of appropriate seating	Seating in place Sept 2014	HoS	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people		Ongoing checks	Caretaker / Standards Committee	Visually impaired people feel safe in 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.
			IM/Caretaker	

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 by being aware of the SENCO passport information c)If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps –	Spring term 2014 Autumn Term 2014	IM HoS IM/HoS 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		As required	HoS	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/HoS/caretaker	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues		Ongoing	IM	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access			IM	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	EVC / SENCO	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	Spring term	IM & PE co-ordinator	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	Spring term	IM/Integrated co - coordinator	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	IM	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.

Develop links with a special school		Summer term	IM	Increased understanding of the opportunities available to the children

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term	IM/HoS	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 Translation Tool to be added to website to allow multi-lingual access	Annually Autumn T2	SENCO / Head of School SENCO/Head of School	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all
Translate button available on website		Spring term 2014	HoS /AHTs	ALL People have access to information on the website