

Zouch Academy Accessibility Plan

Key Document details:

Author: **Jackie Udale**

Approver: **Nina Johnson**

Owner:

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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.

At Zouch Academy we are proud to use our core values and inclusive ethos to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, cultural and emotional needs.

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 and works with The White Horse Federation multi academy trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure 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.

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](#), '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.

2 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.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria

<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Use Pupil Asset to record & analyse additional SEN data</p>	<ol style="list-style-type: none"> 1. Adapt curriculum as needed for children with SEN eg interventions of differentiation 2. Ensure all staff/pupils are aware of and use SEN resources. 3. Provide access to alternate recording/technology as appropriate. 4. Identify which pupils with disabilities are SEN and those who are not. 5. Promote positive attitudes towards pupils and others with disabilities. 6. Ensure appropriate information and communication formats meet the individual needs of the pupil. 7. Provision map/intervention impact is up to date and forms a key part of planning and 	<ol style="list-style-type: none"> 1. Review termly via intervention impact 2. Audit equipment and train staff on use as necessary. 3. All staff to be aware of alternatives available. 4. Review at each data point in Pupil Progress Meetings. 5. Celebrate and highlight key national and local events; Paralympics, learning disability week. Promote visits from key groups/people. 6. Ensure different formats are available. 7. Review termly. 	<ol style="list-style-type: none"> 1. SENCO 2. SENCO/ Inclusion Manager 3. SENCO/ Inclusion Manager 4. SENCO/ Inclusion Manager 5. Staff and SLT 6. SENCO/ Inclusion Manager 7. SENCO 8. Principal 9. SENCO/ Inclusion Manager 10. SENCO/ Inclusion 	<p>All SEN actions to be reviewed termly, other actions to be reviewed annually or as required.</p>	<ol style="list-style-type: none"> 1. All pupil showing progress on intervention impact. 2. Wider use of SEN resources visible around the school. 3. Access will be improved. 4. Systems in place monitoring academic and social/emotional progression and differentiation. 5. Zero incidents of discrimination. 6. Pupils are able to learn and communicate effectively. 7. Pupils with SEN are included un their learning of the curriculum. Pupil profiles/ support plans in place to highlight the support of individual children. 8. All have access to PE
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		<p>assessing.</p> <p>8. Ensure PE curriculum includes diversity for disabled pupil access.</p> <p>9. Maximise awareness of strategies for SLCD pupils.</p> <p>10. Implement personalised learning plans/support plans as appropriate.</p> <p>11. All educational visits to be accessible to all.</p>	<p>8. Be aware of any staff training needs and address through CPD, gather info on disabled sports.</p> <p>9. Provide continued training for all staff on strategies eg shape coding and colourful semantics.</p> <p>10. Review triannually.</p> <p>11. Review Risk Assessments before all visits.</p>	<p>Manager</p> <p>11. Teachers</p>	<p>curriculum and all can excel.</p> <p>9. Increased confidence of all staff.</p> <p>10. Parents /carers are involved in process and feel informed of their child's progress.</p> <p>11. All pupils can access offsite visits.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ol style="list-style-type: none"> 1. All staff make classrooms accessible, the environment is adapted to the needs of pupils as required. 2. Ensure that all disabled pupils can be safely evacuated. 3. Ensure all fire escapes are suitable for all and free from obstruction. 4. Ensure access to school buildings and site can meet diverse pupil needs. 5. Disabled toilets and shower facilities are accessible to all adults and pupils. 6. Any future plans for further development of premises to take DDA issues into account. 7. Disabled car parking 	<ol style="list-style-type: none"> 1. Check entry access for wheelchair users and ensure that rooms are organised in accordance with pupil need. 2. Implement PEEP for identified pupils where and when necessary. 3. Review means of escape during fire risk assessment. 4. Ensure signs are clear and room functions clearly identified. 5. Facilities to be regularly monitored for highest hygiene standards and integrity. 6. Work with surveyors when required. 7. Spaces only to be used by Blue Badge holders. 	<p>1. Estates Team/Site Manager/Principal and staff.</p> <p>2-7. Estates Team/Site Manager & Principal</p>	<p>As and when necessary.</p>	<ol style="list-style-type: none"> 1. Reasonable adjustments made, and maintained and updates when required to improve access and safety. 2. All disabled children and staff working with them are safe in the event of an emergency. 3. All escape routes are clear and pupils have safe access. 4. Access is safe and appropriate. 5. Pupils and staff have access to well-maintained disabled toilet and shower facilities. 6. Where it can be reasonably achieved, building continues to be accessible for all. 7. Disabled drivers can
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		<p>space available and situated closest to building.</p>				<p>access safe, accessible parking.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Provide information and letters in clear print, in simple English avoiding jargon. • School office staff will support and help parents to access information and complete forms as necessary • School website and all documents accessible via the website can be accessed by all community users. • Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language or acquisition of English. 	<ol style="list-style-type: none"> 1. Review information to ensure it is accessible. 2. Improve delivery of written information 3. Languages other than English to be available in school. 4. Provide information in other languages if required. 	<ol style="list-style-type: none"> 1. Provide information in clear print and simple English. Office staff to offer help and support where needed. School website to be easily accessible. 2. Provide suitable large print versions where required. 3. Welcome signs in different languages. 4. Access to translators, sign language interpreters to be considered and offered if possible. 	<p>Office staff, Family Support Worker, bilingual TA.</p>	<p>As required</p>	<ol style="list-style-type: none"> 1. Parents receive information in a format they understand and can access. 2. Good communication for all. 3. Welcoming and inclusive environment. 4. Parents and pupils feel supported.
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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 Principal and Local Board of Governors.

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
- Intimate Care Policy
- Supporting children with medical conditions policy
- Educational Visits Policy
- Anti-bullying Policy
- Transgender Policy
- Equality and Diversity Statement Book of Values

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage

Emergency escape routes

