



Inkersall
PRIMARY ACADEMY

ACCESSIBILITY PLAN

November 2020



Accessibility Plan

Background

The Disability Discrimination Act (DDA) 1995 applied to employment and 'goods and services' but not education. The DDA was amended by SEN and Disability Act 2001, and the Equality Act 2010, to include Education. It specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.

Academies must also plan, over time, to increase access to all areas of Academy life for students with disabilities.

Academies are required to produce an Accessibility Plan for:

- Increasing the extent to which disabled students can participate in the curriculum – this is whole Academy level, not just teaching and learning but after-hours clubs, leisure and sporting activities and Academy visits
- Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery of information to disabled students which is provided to students who are not disabled - taking into account views of students and parents.

Information about the Accessibility Plan must be published in the annual report to parents. There is an overlap with the Academy's Special Educational Needs Policy. Special educational provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SENCO Department.

Its aim is to increase Inclusion. There are two parts to the disability provisions in the legislation. The 'discrimination' part requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and Academies must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments are likely to be found in good practice. The second part, the planning, looks to improve access over time.

Once the plan has been published the Academy has a duty to implement it and allocate adequate resources to it.

Definitions of Disability

The definition of disability under the Acts is: 'A physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities'.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all, of the children will have special educational needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.



The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time.

These are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

10% of children nationally have some degree of dyslexia

10% of children nationally have some degree of speech and language difficulty

Arrangements considered for disability access

Wheelchair users:

- The support staff team will support mobility needs directly around Academy
- Adjustable desks will be provided for students unable to use standard classroom desk
- Lift pass provided / Lift access where needed
- The Academy has good wheelchair access throughout the building

Hearing Impaired students:

- Visited regularly by an external specialist teacher who monitors students, assesses their needs and provides advice.
- Student information sheets for advice and guidance for all staff
- ICT resources investigated and purchased in order to promote full inclusion.
- Speech & Language therapist to provide a bank of regular sessions for those students needing this.
- Writing Difficulties: Tablets [Word Processing Units] and Stabilo pens provided for students who:
 - Struggle with writing legibly because of their SEND
 - Have difficulty with pen/paper writing tasks
 - Have a temporary writing difficulty due to injury
 - Specialist software installed on Neos which provides high-quality prediction allowing learners to construct complete, grammatically correct sentences; it also contains Topic Dictionaries.

Specific & other Learning Difficulties:

- Specialist software installed on Academy network to support student's learning.
- In class support from TAs
- Specific support as identified on personal learning plans and Student Information sheets

Access Arrangements for Examinations:

The Principal assesses needs of students for access arrangements; applications, as necessary, made to examining bodies; arrangements implemented.



“How might our plans impact on students with disabilities so we can prevent discrimination?” The Plan has been reviewed annually.

To support this process the Academy will:

- Carry out annual Audits to identify what is in place and where the gaps are
- Identify some actions to be taken and write/update the Academy accessibility plan
- Set some targets for improvement
- Consult staff, parents/carers and students
- Publicise the improvements being made
- Implement actions and evaluate the impact on accessibility

Admissions

Parents are invited to view the school and/or consulted to ensure the learning environment is user-friendly and supportive of their child’s needs.

Each pupil’s individual needs are specifically considered by our Inclusion and SEND Team. Supportive Individual Pupil Learning Plans include targets and strategies that are reviewed regularly to gauge progress and access to the full curriculum to ensure that any potential barriers to learning and participation by disabled students are removed.

Students with disability are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and educational visits.

Teaching and non-teaching staff are supported through INSET days and training sessions, designed to raise all-school awareness of disabilities, to minimise any potential difficulties for students. Staff recruitment is fully inclusive with the aim to appoint the best person based on skill set, experience and qualifications, regardless of any disability he/she might have. The school has an Equal Opportunities Policy which underpins the recruitment process, as well as guiding staff in day-to-day management.

Evacuation Procedures

The Academy’s Fire and Evacuation Policy lays down procedures for the safe and efficient evacuation of the academy buildings. These procedures will be adapted to meet the specific needs of an individual.

Aids and Equipment

The Academy is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEN framework either through an EHCP or a child’s PLP / Student Information sheet. Accessibility Plans will include consideration of equipment to increase access to all aspects of Academy life

Accessibility Plan

Building	Features
Main Building	<ul style="list-style-type: none"> • Entrance to the building is flat allowing for easy wheel chair access • All classrooms have flat entrances and wide doors. All fire doors have a designated meeting area with disabled alert button for evacuation from first and second floors. • There are ramps to aid wheelchair access to the outside. • There are disabled toilets with emergency assistant cords. • Corridors are wide enough for wheel chairs or walking frames to be used.



	<ul style="list-style-type: none"> Doors have low fitted handles. Reasonable adjustments will be made for pupils and staff who have specific needs (i.e. braille signposting and resources for visually impaired or auditory Tloops for hearing impaired)
Playground and Field	<ul style="list-style-type: none"> Available for all pupils. Access is available via steps or slope to the side of the building.
Dining Hall	<ul style="list-style-type: none"> Access to the dining hall is clear and suitable for wheel chair bound pupils
Entrance Paths	<ul style="list-style-type: none"> All clear of steps allowing easy access for wheelchair users.

When undertaking review of our accessibility strategy we complete the following audit to ensure that the academy remains accessible and improves accessibility for all stakeholders.

**Section 1:
How does your Academy deliver the curriculum?**

Question	Yes	In Progress	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Yes	In Progress	No
Are your classrooms optimally organised for disabled students?	Yes	In Progress	No
Do lessons provide opportunities for all students to achieve?	Yes	In Progress	No
Are lessons responsive to pupil diversity?	Yes	In Progress	No
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	In Progress	No
Are all students encouraged to take part in Music, Drama and physical activities?	Yes	In Progress	No
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Yes	In Progress	No
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of Physical Education?	Yes	In Progress	No
Do you provide access to computer technology appropriate for students with disabilities?	Yes	In Progress	No
Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Yes	In Progress	No
Are there high expectations of all students?	Yes	In Progress	No
Do staff seek to remove all barriers to learning and participation?	Yes	In Progress	No

**Section 2:
Is your Academy designed to meet the needs of all students?**

Question	Yes	In Progress	No
Does the size and layout or areas – including all academic, sporting, play, social facilities, classrooms, the Assembly Hall, Canteen, Library, Gymnasium and outdoor sporting facilities, playgrounds and common room – allow access for all students?	Yes	In Progress	No
Can students who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes	In Progress	No



Are pathways to travel around the Academy site and parking arrangements safe; routes logical and well signed? Are emergency and evacuation system set up to inform ALL students, including students with SEN and disability; including alarms with both visual and auditory components?	Green	Yellow	Red
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	Green	Yellow	Red
Are areas to which the students should have access well lit?	Green	Yellow	Red
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?	Green	Yellow	Red
Is furniture and equipment selected, adjusted and locate appropriately?	Green	Yellow	Red

Section 3:

How does your Academy deliver materials in other formats?

Question	Yes	In Progress	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Green	Yellow	Red
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Green	Yellow	Red
Do you have the facilities such as ICT to produce written information in different formats?	Green	Yellow	Red
Do you ensure that staff are familiar with technology and practises developed to assist people with disabilities?	Green	Yellow	Red