Accessibility plan

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

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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.

ANNEX 1: suggested format for accessibility plan

School name: **Green Ridge Primary Academy**
Date plan was approved by the Headteacher: **15-April-2024**
Date of input from governors (if any): **24-April-2024**
Date of most recent review: **15-April-2024**

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
PHYSICAL ENVIRONMENT				
No actions necessary – temporary accommodation which is DDA compliant				No further action – new building is DDA compliant.
CURRICULUM				
Training for teachers on adapting the curriculum.	• EpiPen training • Intimate care policy and trained staff • Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team • Sensory Support team Access to courses • CPD Outreach support from local settings • Resources for CPD shared with staff • Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. • Undertake an audit of staff training requirements at least annually. *In place and ongoing*	SDP	Minimum of 3 x Staff PDM (one per term)	Staff continue to receive relevant and updated training on curriculum adaptation will continue to have more during the academic year 24/25 as new staff join the school REAch2 undertake a trust-wide adaptive teaching piece of CPD. Audit of staff SEN knowledge/skills is completed by the Director of Inclusion for all staff, and this is re-visited annually with staff changes and changing needs of pupils who join the school. To date, such training has included things such as the use of immersive reader on Teams (to support those who reading or sight difficulties) and autism awareness.

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
Audit of student needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. *Annually*	SDP	N/A	The audit of needs of current pupils show a large need in social and communication difficulties (typically autism), speech and language difficulties, and social, emotional and mental health needs. The Director of Inclusion has attended training a variety of training on autism to cascade this training to staff over recent years and continues to revisit this annually. Staff have received training from the speech and language therapist on shape coding and how this can be used to support children with language delays or need. Staff have also received training from the PRU in dealing with behavioural issues in a positive way, which has been very successful and led to a reduction in the number of incidents. The Director of Inclusion is also trained all staff in positive handling (STEPS training). Training for all staff on Pathological Demand Avoidance (PDA) has also been undertaken in 23/24.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of students.	• Review all out-of-school provision to ensure compliance with legislation. • Risk assessments will be undertaken where appropriate • Providers will comply with all legal requirements *In place and ongoing as required.*		Any specialist equipment needed to allow a child to access a club/trip	All pupils have been able to participate in all out-of-school activities which have been planned; where a child with significant additional needs has not attended or participated, this is because a parent/carer has made a deliberate choice that they do not want their child to participate, but this is extremely rare.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. *In-place and ongoing throughout year.*	Teaching and Learning Policy	N/A	Layout of classrooms is consistent, with clear carpet space as well as table space. Self-help desks and spaces enable children to be independent, along with working walls and resources so that children can help their own learning.

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	• Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text • Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys • Specialist dual-language resources for pupils with EAL. • Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Hearing Impairment Team) *In place and ongoing.*		Specific apps to support learning on iPads. Other resources as required for individual pupils	The school already has a range of equipment and resources to meet the needs of current learners but will need to continue to expand and adapt as pupil needs change and develop, and their equipment/resource requirements. Regular training for staff on supporting pupils with hearing impairments, as a number of pupils have a need and specialist equipment.
Adaptations to the curriculum to meet the needs of individual leaners	• Pastoral support, timetable adaptations • Individual physiotherapy/OT programmes Speech and language therapy programmes • Specific training in word processing skills through touch type Programme • Use of access arrangements for assessment/National tests *In place and ongoing.*		Speech and language daily/weekly sessions Occupational therapy/Sensory team/Physio as required	Teaching generally meets the needs of all learners through curriculum adaptations, and this is continually being refined with further guidance and support from the Director of Inclusion and from external agencies and professionals.
Training for Awareness Raising of Disability Issues.	• Provide training for governors, staff, pupils and parents/carers. • Discuss perception of issues with staff to determine the current status of academy. *Ongoing and in-place throughout year.*	SDP	2 x Staff PDMs	The academy regularly participates in national events and days including autism awareness week, World Downs Syndrome Day and Spina Bifida awareness month, and provided information and awareness for pupils on this area of need and how to support other children. Staff have also received training and will continue to do so.

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
Improve educational experiences for visually impaired pupils	• Consult Sensory Support team • Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs *In place when required - regular visits from sensory support team*		Cost of equipment	No pupils currently with significant visual impairment where such adjustments are typically required.
Improve educational experiences for hearing impaired pupils	• Daily maintenance and use of radio aids when required • Consider of installed hearing loop/sound field systems if recommended • Consult Hearing Impairment team In place when required - regular visits from sensory support team.		Installation of equipment	Use of portable radio aids used for specific pupils with hearing impairments, with no further adjustments required. Hearing impairment teamwork with the school to support individual pupils and any bespoke adjustments.
Effective communication and engagement with parents	• Termly meetings with all parents/carers • Termly consultations for SEN Support pupils • Annual Review meetings with SENCo • Stay and Learn sessions • Parent Forum group *In place and ongoing.*	N/A	N/A	Meetings and communication clearly timetabled and scheduled.
WRITTEN/OTHER INFORMATION				
Availability of written material in alternative formats when specifically requested.	The academy will make itself aware of the services available for converting written information into alternative formats. *Ongoing.*			No alternative formats have been requested to date.

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
Make available academy brochures, academy newsletters and other information for parents in alternative formats when specifically requested.	• Review all current academy publications and promote the availability in different formats when specifically requested. • Weekly newsletter emailed to parent/carers • Improve availability of information for parents – display appropriate leaflets for parents to collect • Key content published on school website • Provided translated documents where appropriate *Ongoing.*		Contact details and cost of translation/ adaptation	No alternative formats have been requested.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	• Get advice on alternative formats and use of IT software to produce customised materials. • Seek and act on advice from sensory support advisor on individual pupil requirements • Use of magnifier where appropriate Ensure large, clear font used in documentation. *Ongoing.*		Loan/purchase costs of magnifier or other specialist equipment.	Use of Immersive Reader on Teams to support with written material, size and layout is available to all pupils.
Raise the awareness of adults working at and for the academy on the importance of good communications systems.	Continual awareness through weekly staff bulletins, staff PDMs, e-mails and briefings *Ongoing.*		N/A	Clear communication systems in place, such as e-mail, meetings, briefings etc.