

Old Bank Academy

Accessibility Plan 2019-2022

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| Approved By | A Slater |
| SLT Member Responsible | Headteacher |

Contents

| | |
|--------------------------------------|---|
| 1. Aims..... | 3 |
| 2. Legislation and guidance | 3 |
| 3. Action plan | 4 |
| 4. Monitoring arrangements | 8 |
| 5. Links with other policies | 8 |
| Appendix 1: Accessibility audit..... | 9 |

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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.

Old Bank Academy is committed to providing an environment which enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional (including mental health) and cultural 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 work with Kirklees Local Authority and other agencies to achieve the best outcome for all.

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.

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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

3.1 Improving access to the school curriculum for pupils who are disabled and those with additional needs.

At Old Bank Academy we are continually developing ways in which to improve the quality of teaching and learning for all pupils through regular monitoring and evaluation. Through carefully planned CPD we aim to enhance staff's knowledge, skills and understanding to promote excellent classroom teaching for all. We aim to meet every child's needs within mixed ability inclusive classes.

We encourage all pupils to participate fully in the broader life of the school by attending relevant after school clubs, breakfast club and educational out of school visits where it is deemed safe to do so.

| 3.1 Objectives | Strategies / Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--------------------|---|--|
| To increase confidence of all staff in differentiation within the curriculum. | <ul style="list-style-type: none"> - acknowledge staff training needs on induction; as part of SEN reviews and during performance management. - assign training for differentiation and use of specialist materials where the need arises. | SENDCO/SLT | Ongoing – as the needs of staff and pupils require. | Increased staff confidence. Monitoring and evaluation demonstrates SEND children accessing work at the right level. |
| To ensure that classroom support staff have received the necessary training on any specific area of need as it arises. | <ul style="list-style-type: none"> - keep an up to date register of any specific needs of children and which staff have accessed training. - plan appropriate CPD as the need arises. - keep support materials centrally stored so that all staff can be sign posted to them and access them as needed. | SENDCO | As required | Staff are better able to plan provision and learning for all children. Children make progress through their relevant targets/milestone. |
| To ensure that all staff are aware of access arrangements for any disabled/additional needs children | <ul style="list-style-type: none"> - keep an up to date register of any specific needs or disabilities of children. - Complete individual access plans for children as | SENDCO | As required | Staff are better able to make adaptations to provision and learning for all children. |

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| | <p>required.</p> <ul style="list-style-type: none"> - share information and gain support from all agencies involved with the child and family. | | | Children are included in the life of the school and can engage with all aspects of school and the curriculum. |
| To ensure educational visits are accessible to all. | <ul style="list-style-type: none"> - Staff to seek out specific knowledge and guidance regarding the visit. - staff to assess the risk and make appropriate plans and provision to manage the risks. | Head/EVC Cord | As required | Register of involvement on educational visits demonstrates children with additional needs and disabilities are able to attend. |
| To ensure that PE is accessible to all. | <ul style="list-style-type: none"> - Gather information on accessible PE and disability sports. - Seek guidance from specialists to make adaptations to curriculum and delivery of PE. | PE/Sports Coordinator/ SENDCO | As required | Lesson observation/drop ins show children with disabilities and additional needs are able to be involved in PE with the class. |

3.2 Improving access to the physical environment of the school

Old Bank Academy is continually adapting the environment to enable access to the changing curriculum. When a child's specific needs are known the environment will be reviewed and adapted to suit the child and the class.

We have a wide range of equipment and resources available for use on a daily basis. Resources are constantly under review. The school's development plan and SEND action plan are vehicles for considering such needs on an annual basis.

| 3.2 Objectives | Strategies / Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---------------------|-----------------------------|---|
| To ensure school are aware of the needs of any disabled/additional needs staff, governors, pupils, | <ul style="list-style-type: none"> - Create access plans for all pupils as part of the EHCP/support plan process. - School know how to and then make the necessary | SENDCO All staff | As required | Access arrangements being implemented for children and staff are aware of needs |

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| parents/carers and visitors. | <p>changes/additions to support staff, governors, visitors and parents/carers.</p> <ul style="list-style-type: none"> - through inductions, parents meetings and surveys keep an awareness of the additional needs of parents. -Indicate on newsletters and forms that we can make adaptations where needed. | Identified at induction but then ongoing | Identified at induction but then ongoing | <p>through support plans or EHCP.</p> <p>Any parents/carers, staff and governors with additional needs are able to attend meetings and show through surveys that school makes arrangements.</p> |
| To consider and adapt the layout of school to allow access for pupils, staff, governors, visitors and parent/carers where needed. | <ul style="list-style-type: none"> - Establish access requirements and issues of any stakeholders with disabilities/additional needs. - Staff plan the layout of their room and shared areas to allow for access for all. - Arrangement and size of furniture is adapted when and where needed. | Site manager, CT, SENDCO | As required | Monitoring and evaluation across school demonstrates access for all. |
| To ensure that hearing equipment is used to support children who are hearing impaired and is stored correctly. | <ul style="list-style-type: none"> - Include guidance in Support plans/EHCP. - Regular support from HI team on the appropriate equipment and how to use and maintain it. | SENDCO/CT/ETA | As required | HI equipment is used effectively to enable children to access the school. |
| To ensure that emergency access routes are suitable for all. | <ul style="list-style-type: none"> - monitor all areas of school to ensure wheel chair access is available as and when needed. - ensure visual checks are carried out and responded to on a daily basis (keep areas free from obstruction) | Site manager, CT, SENDCO | <p>Ongoing</p> <p>Observe and monitor daily</p> | All disabled staff, pupils, visitors have a safe independent pathway to exit the building in an emergency. |

3.3 Improving the delivery of written information to disabled pupils

This will include planning in advance to ensure written communication and information is accessible to all. Examples of such situations may include handouts, textbooks, newsletters and information sheet. Attention will be paid to preferred methods of communication for all and these will be prepared within a reasonable timescale.

In planning to make written information available to pupils with disabilities or additional needs we will establish the current level of need, and monitor and then respond to any changes to this. School will work with other agencies to support in making adaptations to materials.

| 3.3 Objectives | Strategies / Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| To provide information in simple language, large print, symbols and images for pupils of parent/carers who may have difficulty with the standard format. | <ul style="list-style-type: none"> - Information and letters will be provided in simple language and a clear print. - Office and school staff will support parents/carers to access information and complete any forms relevant to school events. - Signpost people that information on the website and held in school can be seen in other forms. | SENDCO/Office staff All staff | At induction but then ongoing as required | Parents receive information in a way that they can access. Forms returned to school are monitored for regular participation and action is taken to support families. |
| To provide information to pupils and parents/carers in other languages and through signing (where possible) | <ul style="list-style-type: none"> - School to access translators and sign language interpreters where possible | SENDCO/LA | As required | Surveys show that school provide a welcome and inclusive environment for all. |
| To ensure that languages other than English are visible in school to reflect the needs of the school community. | <ul style="list-style-type: none"> - Welcome and general signs to be multi-lingual where possible. - Resources and vocabulary displayed in class to reflect language needs where possible. | SENDCO/CT/ETA | As required | Surveys show that school provides a welcome and inclusive environment for all. |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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

Appendix 1: Accessibility audit

| 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 | | | | |

