

## Accessibility Plan

### Disclaimer – Template Policy

**This is a template policy. Academies must not delete or amend the content of this policy, other than where directed. Once updated, academies must read and implement this policy within their academy. Please delete this disclaimer once updated.**

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan

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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 Kestrel Mead we are a community where everyone is treated fairly and with respect. We want everyone to reach their potential and we recognise that for some pupils extra support is needed to help them achieve and be successful.

- We aim to create children that are:
- Respectful towards others
- Have an appreciation of similarities and differences
- Able to navigate the challenges they may face
- Accepting of themselves and others
- Confident in who they are
- Aware of what makes them unique
- Excellent role models for others
- Have a love of language
- Celebrate and explore different religions and cultures
- Curious about what makes our school unique

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.

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 teachers, parents and the school academy council.

### *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.

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

## 2. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<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>Pupil Passports 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>EHCP children have a varied curriculum and work is tailored to meet their needs with specific outcomes and specific, tailored support.</p>	<p>Ensure the curriculum can be accessed by all pupils</p>	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Further training may be required as pupils needs change.</p> <p>Class review prior to the start of each academic year to ensure appropriate provision for disabled pupils.</p>	<p>Inclusion Leader/ External Professionals.</p> <p>Inclusion Leader/ External Professionals.</p> <p>Inclusion Leader/ External Professionals.</p>	<p>Aug/Sept</p> <p>As required</p> <p>Aug/ Sept</p>	<p>Disabled pupils feel well supported and can access all aspects of the curriculum.</p> <p>Academy building continues to be accessible for all and provides a productive environment for all.</p> <p>End of year results and progress made by pupils.</p> <p>Pupils leave the academy with a good understanding.</p> <p>Pupils are able to access the curriculum</p>

	<p>Children with SEMH needs have safe spaces to go to when things get too much and are supported to reintegrate into the school environment.</p> <p>Our teachers and teaching assistants have the necessary training to teach and support disabled pupils, teachers and TA's undergo training with the SENCO and attend relevant courses.</p> <p>Lessons provide opportunities for all pupils to achieve this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks.</p> <p>Lessons are responsive to pupil diversity our curriculum policy demonstrates this</p> <p>All pupils are encouraged to take part in music, drama and physical activities . These activities are built into the curriculum, specialised teachers are brought in for music and PE. Designated space created for drama and music.</p>				<p>through a variety of different learning styles</p> <p>Pupils have the opportunity to access all areas of the curriculum.</p> <p>All pupils access all aspect of the curriculum and examinations.</p> <p>All pupils access, experience and develop an understanding of physical education and exercise.</p> <p>All pupils are able to access school visits and experiences.</p> <p>All pupils achieve to their full potential and have access to the full curriculum</p>
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	<p>Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example our sports coach adapts PE accordingly and teachers adapt daily boost</p> <p>High expectations are expected of all pupils this is evidenced through pupil progress notes and our behaviour policy.</p> <p>Staff seek to remove all barriers to learning and participation, planning and assessment moderations, learning walks, PM observations and work/book looks demonstrated this.</p>					
<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"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To identify areas which pose greater risk of incident to those children and adults with physical disabilities.</p>	<p>Ensure disabled parking bay is kept free for blue badge holders only. Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they are not a blue badge holder. Find an appropriate area for parents to park.</p>	<p>Premises team</p>	<p>Autumn Term 2020</p>	<p>All pupils able to access all areas of the academy.</p> <p>All pupils are safe when traveling around the school site.</p> <p>All pupils are safe and are aware of emergency and evacuation systems.</p> <p>All pupils are safe and are in the most productive environment for learning</p>

	<p>The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allows access for all pupils.</p> <p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities. Regular visits are had by Occupational Therapists to support our adaptations around wheelchairs and toilet use.</p> <p>Pathways of travel around the school site and parking arrangements are adapted and safe to provide children and parents in wheelchairs the easiest and safest accessibility.</p> <p>Emergency and evacuation systems are set-up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components. PEEPS are in place for those pupils that require one.</p> <p>Decoration and signage is clear to prevent confusion or disorientation for disabled pupils with visual impairment, autism or epilepsy.</p>		<p>Continue weekly fire call point checks and termly fire drills.</p> <p>Continue to work with professionals to support with toileting arrangements and adjustments for wheelchair access.</p>	Premises team		
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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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Translations for different languages.</li> </ul> <p>Class dojo systems are used to communicate with parents and translation is used to support.</p> <p>Translation is available on our website.</p> <p>We 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 .</p> <p>Teachers meet with the SENCO to discuss individual pupil needs</p>	<p>Identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information</p>	<p>Provision map written indicating a) Formats which need changing. b) Strategies needed to do this.</p> <p>Support Services consulted for advice. Students opinions are taken into account.</p>	<p>All staff/ Inclusion Leader</p>	<p>Ongoing</p>	<p>Pupils and families who have difficulty with standard forms of printed information being able to access the information they require in a suitable format.</p> <p>All pupils access all aspect of the curriculum All employees are able to assist pupils with disabilities using the appropriate technology.</p>



and how best to meet them. We have the facilities such as ICT to produce written information in different formats and ICT is used daily to support all pupils needs

We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities.

Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. Training is provided where appropriate

### **3. 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 Board on behalf of the Trust, and the Principal on behalf of the academy.

### **4. 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

5. Appendix 1: Accessibility audit- Infant Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	General maintenance- daily basis	Premises/BM team	Daily
Corridor access	4	Keeping corridors clear so that all children of all needs can access the building	Premises/BM team	Daily
Lifts	0	N/A		
Parking bays	2 disabled	Ensure people are parked in the correct bays	Premises/BM team	Daily
Entrances	1 Main Entrance 3 gate entrances	Ensure they are accessible for all	Premises/BM team	Daily
Ramps	1 1 into classroom	Ensure the ramps are fit for purpose for no obstructions	Premises/BM team	Daily
Toilets	1 disabled Ladies/Mens Toilets Nursery/Rec/Y1/Y2 toilets	General maintenance- daily basis	Premises/BM team	Daily

Reception area	1 reception area on ground level	General maintenance- daily basis.	Premises/BM team	Daily
Internal signage	Clear signs	Ensure all signs are clear and with visuals	Premises/BM team	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Premises/BM team	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term PSM Daily for escape routes, weekly for fire alarm

**1. Appendix 1: Accessibility audit- Junior site**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	General maintenance- daily basis	Premises/BM team	Daily
Corridor access	2	Keeping corridors clear so that all children of all needs can access the building	Premises/BM team	Daily
Lifts	1	General maintenance, general testing for faults, repairing where necessary	Premises/BM team/ outside agencies	When required
Parking bays	2	Ensure people are parked in the correct bays	Premises/BM team	Daily
Entrances	3 main entrances	Ensure they are accessible for all	Premises/BM team	Daily
Ramps	2	Ensure the ramps are fit for purpose for no obstructions	Premises/BM team	Daily
Toilets	2 downstairs 2 upstairs	General maintenance- daily basis	Premises/BM team	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis.	Premises/BM team	Daily

Internal signage	Clear signs	Ensure all signs are clear and with visuals	Premises/BM team	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Premises/BM team	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term PSM Daily for escape routes, weekly for fire alarm