

# Accessibility Plan

## WHY?

**"Accessibility:** *easy to approach, enter, speak with or use.*" (<http://dictionary.reference.com/browse/accessibility> 2017 definition)

This policy seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995). The Equality Act 2010 outlines any Reasonable Adjustments (schedule 13 of The Act) schools must make which continue to improve all aspects of access to **the Physical Environment** of the school site, access to **the National Curriculum** and improving the delivery of **information** to disabled pupils which is readily accessible to pupils who are not disabled. This enables all pupils to take full advantage of the education and associated opportunities provided by the Federation, and reduce any discrimination towards children, staff and parent/carers receiving services from the Federation, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an Additional Language (EAL)
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted and talented
- Socio-economic background
- Being in public care
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

## HOW? WHAT?

### 1. Access to Physical Environment

Across The Federation the physical environment is regularly reviewed by SLT, SEND Leader and Health and Safety Leader to ensure any access issues to the Physical Environment are addressed. All children have access to classrooms either via a level ground floor access or via a lift. All classrooms are fitted with wide doors to accommodate wheelchair access. The following is available to support full access to the Physical Environment:

Shireland Hall	George Betts
Four Disabled Car park space towards the main entrance of the building	One Disabled Car park space towards the main entrance of the building
Level access to the Main office/downstairs classrooms	Level access to the Main office
Dropped Kerb access for children and adults arriving by car in a wheel chair/using a walking aid	Dropped Kerb access for children and adults arriving by car in a wheel chair/using a walking aid
Two Disabled Toilet on ground level	Two Disabled Toilets on ground level
One disabled toilet on first floor level	One disabled toilet on first floor level
One motorised changing bed for children	A medical trolley to support moving and handling
Suitable door width to aid wheelchair access	Suitable door width to aid wheelchair access
Platform Vertical lift between ground and first floor	Two Platform and one Vertical lift between ground, lower ground and first floor
Ramp access for certain areas of the school, including playgrounds	Ramp access for certain areas of the school, including playgrounds
Suitable handrails for ramps/stairs	Suitable handrails for ramps/stairs
Suitable fire exits that support a disabled person's evacuation via use of disabled lifts, and level access to Assembly Points from ground floor	Suitable fire exits that support a disabled person's evacuation via use of disabled lifts and ramps
Use of disabled access taxis and coaches for transport during school trips	Use of disabled access taxis and coaches for transport during school trips
Clear corridors ensuring access to the site is not hindered by objects	Clear corridors ensuring access to the site is not hindered by objects
Pull-down writing table for people using a wheelchair to access (in main office)	
Emergency Evacuation chair	Emergency carry down Evacuation Chair (kept by the lower platform lift)

### Minimum requirements for access to the buildings (as outlined in Sandwell's Accessibility Strategy 2015-18):

- Two level or ramped entrances [main entrance/pupil entrance - close as possible to a dropped kerb for wheelchair users.
- Handrails on all ramps, steps and stairs.
- At least one accessible toilet- with clear signage.
- Accessible canteen/full range of associated services.



**Adjustments to the Physical Environment to be made in 2020-2021**

Shireland Hall	George Betts
Adjustments previously identified have been addressed with completion of the New School Building in Summer 2013.	Increase from one Disabled Car park space in accordance with set ratios (if needed) Review use of lifts

**2. Access to the National Curriculum**

*"Every child and young person (C&YP), irrespective of age, gender, ethnicity, disability or sexual orientation should have the right to be included as a valued, respected and equal member of the learning community with support according to need."* Sandwell LA – Accessibility 2015-18 (Published August 2016)

Across The Federation we support all children with access to curriculum according to individual needs. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required through a range of strategies including SMART Targets Plans. The Federation also actively seeks the support and advice of outside services to ensure the curriculum is accessible to all pupils. Services from Sandwell currently engaged across The Federation to support access to the curriculum are itemised on the SEND Policy.

**Pupil Groups**

Pupil groups vary across the Federation (there are some overlaps with Pupil Groups e.g. MLD pupils may also have another need such as SLCN or HI. This is not exclusive to MLD children). This information can be obtained from the school.

Quality Wave 1 teaching is regularly monitored through lesson observations, book scrutinies, Pupil Progress Meetings and Data Analysis through Cross-Federation data collections and ASP online information. According to Data Analysis, 'Interventions' are put in place to support children with access to the curriculum. After Data Analysis, whole school learning needs are identified and staff training given (where needed). Interventions that can be offered are:

Shireland Hall	George Betts
English as an Additional Language – Newly Arrived Early Literacy Support (ELS) Talking Maths Individual Target Plans (children with SEND for learning needs) Wellcomm (EYFS/ Y1) Reading Buddies 5 Minute Box (children with Target Plans) Speech and Language (SALT) Power of Writing (POW Now) Power of Reading (POR) Mighty Maths Lego Therapy Talk about Children (Social) Speech and Language Phonics (Key Stage 2) Mentoring Drawing and talking Sand tray therapy Big Welcome Building Blocks Boot Camp Nurture- breakfast and lunch club Mindfulness	English as an Additional Language (EAL) Early Literacy Support (ELS) Write Away Together (WAT) Reading Buddies Individual Target Plans (children with SEND for learning needs) Key Stage 2 Phonics Talking Maths Additional Reading Support (ARS) Talk Boost (Key Stage 1) Wellcomm (EYFS) Phonics (Key Stage 2) 5 Minute Box (children with Target Plans) Reading Recovery Speech and Language Book Talk Lego Therapy Talk about Children (Social) Mentoring Drawing and talking Sand tray therapy Building Blocks Boot Camp Nurture- breakfast and lunch club
See whole school provision map for a break down of wave 2/ 3 interventions for the 4 areas of need	

Progress is tracked and analysed on a regular basis to monitor Intervention effectiveness.

Attendance of all pupils is monitored daily and, for any pupils whose attendance drops below national expectations, the EWO is involved.

All children can access other curriculum activities such as school assemblies, FLIP Workshops, class performances, choir club, school council etc. All activities are differentiated according to individual needs and are fully risk-assessed (as necessary).

The Federation also allocates funding from the Federation budget together with additional funding to employ additional adults to support Inclusion and Equality.



## **Breakfast, Lunchtime and After School Clubs**

On-site breakfast and After School clubs are fully accessible to SEND pupils and the Federation will fund 1:1 support as needed to support access to these clubs.

### **Access to Off-site Activities**

All off site activities are researched thoroughly by the class teacher with support from the SENCo and Health and Safety leaders. Any training is sought in advance of any trip (such as any medical training for administering medicine – particularly for overnight stays/residential trips). All sites visited provide disabled access to the site and have disabled toilets/changing areas. Transport requirements are discussed with SENCo and Health and Safety Leader in advance. All new trips for children are researched by staff prior to the trip and thoroughly risk-assessed through EVOLVE.

### **Emergency Egress**

All children with a physical need/ who may struggle in an emergency have a Personal Emergency Evacuation Plan (PEEP). This one-page document informs all staff working with children needing support with their Egress of the required procedures to follow. This document also outlines to any supply staff their responsibility during an evacuation. Copies of these documents are shared with the appropriate staff members and inform the School's Fire Evacuation Documents.

### **Adjustments to access to the National Curriculum to be made across the Federation in 2021/22**

- Continue to regularly review Interventions and Pupil Progress
- Ensure SEND children continue to access other curriculum activities
- Continue to Improve progress of SEND pupils

### **3. Access to Information**

School Letters and some key school policies (such as Whole-School Behaviour Policy) are shared with all parents. During the year parents are required to sign to say they have read and understand shared Key policies (usually during Parents' Day). Key policies (such as the Behaviour Policy) are also displayed around both school (in classrooms and offices) for all children and adults to access. In such cases where adults cannot read/understand the letters or policies, translations are sought (through Language Line [verbal translations] and Google Translate [written translations]). Some Local Authority and Government Publications are also available in a range of languages which can be accessed by The Federation.

No Brail or larger print documents for visually impaired parents/members of the community are needed (as far as the Federation is aware) but can arrange for these to be accessed by parents at their request.

All Federation staff (including the Governing Body) have access to the Google Drive, however some staff with photo-sensitive epilepsy are able to access information via paper records, meetings and /or weekly staff briefings.

Parent Forums meet regularly with the Executive Principle (usually held within the school day). Parents of children with SEND are represented. Views and opinions of the Parent Forum are discussed and actioned within a reasonable time-frame and results fed back to the Parent Forum.

### **Information about Children's Progress**

Each school hosts three Parents' Days in each academic year, as well as informing Parents of their child's progress in writing each summer. Teachers also regularly update parents upon request. 'Language Line' is used to overcome any language barriers as well as utilising dual-language staff members to translate for Urdu, Punjabi, Bengali, Mirpuri and Hindi speakers in the Local Community.

### **Other Policies Supporting Access**

- The SEND Policy & Information Report
- Moving and Handling Procedure
- Off Site and Out of Hours Policy
- School Behaviour Policies
- Federation Medical Care Policy
- TEFAT Equalities Statement

Other policies re: Learning and Curriculum Access are available on Google Drive. There are also LA and Government Policies available on The Sandwell Extranet 'Virtual Offices'.

### **WHO?**

- Class teachers are responsible for the implementation of advice given by the SEND Leader and outside agencies to support full access to the Physical Environment and the National Curriculum.
- The Governing Body, SLT, SENCo and Health and Safety officer will review, discuss and address any access issues relating to the Physical Environment and the National Curriculum within a set timeframe in accordance with the *Handbook of Governance*.
- The Governing Body and SLT will ensure disabled children and their parents are engaged with any accessibility issues and involved with the resolution of such issues.

### **Useful Resources:**

Other policies (Google Drive): LA SEN Policy; The Equality Act (2010), Disability Discrimination Act (1995).

TEFAT Policies and Documents <http://www.elliottfoundation.co.uk/partners-and-resources/academy-documents/>