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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.

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.

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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Action plan

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

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions What/How	Actions Lead	Actions Resources	Evidence (how do I know these things are working?)	Dates (from and to)
To improve access to the curriculum for children with all types of SEND	C, E and I	To audit staff's confidence and expertise in teaching a range of SEND by using Standards for Inclusion (3.2)	DB	School's own resources	<ul style="list-style-type: none"> • Staff confidence levels improve (seen by Audit) • Improved behaviour of children upon transition • Positive pupil voice 	Autumn 2018
		To ensure that an induction programme is in place for new staff to learn about SEND policy and practice.	DB	School's own resources		Autumn 2018
		To develop a plan to improve transition between phases and settings for children with SEND	DB	School's own resources		Spring 2019

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions What/How	Actions Lead	Actions Resources	Evidence (how do I know these things are working?)	Dates (from and to)
To improve access, progress and participation for children with communication and interaction needs	C, E, I	To embed Makaton training in the EYFS/KS1 curriculum	DB/EYFS & KS1 Assistant Head of School	School's own resources	<ul style="list-style-type: none"> • EYFS/KS1 planning • Lesson observations • Use in the environment • Pupil progress in communication • Staff confidence levels (Staff audit) - Standards for Inclusion – Staff Development thread 	Autumn 2018
		To explore the possibility of having a Makaton lead trained staff member.	SLT	Cost of further training with CAT		Spring 2019
		To put in place a plan for developing SLCN intervention across EYFS, KS1 and into KS2.	DB	School's own resources – Speechlink licence		Autumn 2018
		To make Communication in Print available to all staff via staffroom (&PPA) computers.	DB	Cost of user licences (x3)		By end of Summer 2019
		To review the Lead Practitioner role for Communication, Autism related work.	Head of Schools	School's own resources		By end of Summer 2018
		To develop a plan for Level 2 and 3 AET training to ensure the Lead Practitioner role is effective.	Head of School/DB	Cost of AET training – Tier 2 and 3 Cost of ongoing training courses		Autumn 2018
		To develop a plan for staff training related to Tiers 1 to 2 of AET.	Head of School/DB	Cost of AET Tier 2 training – whole school		By end of Summer 2019

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions What/How	Actions Lead	Actions Resources	Evidence (how do I know these things are working?)	Dates (from and to)
To improve access, progress and participation for children with sensory and physical needs	E, C, I	To clearly highlight internal steps and ensure an annual update to externally highlighted steps as and when required.	Site Manager	School's own resources (paint and time)	Physical environment changes Greater visibility in classroom Staff confidence levels improve	By end of Summer 2018 and ongoing
		To explore installing handrails to shorter flights of steps in Year 6 and outside in KS1 playground.	Ste Manager	School's own resources (hand rails)		By end of Summer 2018
		To discuss a plan to improve classroom window blinds as a rolling programme.	SLT	School's own resources		By end of Summer 2018
		To discuss plans to improve classroom lighting to new white light bulbs in the immediate future.	SLT	School's own resources		By end of Summer 2018
		To explore the procedure for maintaining and updating whiteboard visibility.	SLT	School's own resources		By end of Summer 2018
		To improve access to the KS1 playgrounds via the canteen by installing ramps.	SLT	Budget available		By end of Summer 2018
		To explore the possibility of having a sensory room in EYFS/KS1 area.	DB	School's own resources		By end of Summer 2019

		To explore using more calming wall colours as areas of the school are updated.	SLT	School's own resources		By end of Summer 2019
		To purchase new resources for current KS2 sensory room.	DB	School's own resources		By end of Summer 2019
		To discuss the future development of improved personal care facilities across EYFS/KS1 and KS2.	SLT	School's own resources		By end of Summer 2018
		To review TA Job descriptions in terms of health and personal care.	SLT/DB	School's own resources HR involvement		Autumn 2018

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions What/How	Actions Lead	Actions Resources	Evidence (how do I know these things are working?)	Dates (from and to)
To improve access, progress and participation for children with cognition and learning needs	C, E, I	To use the Language and Literacy Continuums to support the planning of children with identified language and literacy needs.	DB & CTs	School's own resources	Improved differentiation in the classroom seen by: Book scrutiny Intervention/Lesson observation Performance Management Pupil Voice	Autumn 2018 and ongoing
		To establish a CPD programme focused on High Quality Teaching and differentiation to develop quality of teaching across the school and reduce the need for intervention groups.		School's own resources		Termly - Autumn 2018, Spring 2019 and Summer 2019
		To establish a CPD programme for Teaching Assistants focussing on evidence based interventions.		School's own resources EP and/or PSS hours		Termly - Autumn 2018, Spring 2019 and Summer 2019

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions What/How	Actions Lead	Actions Resources	Evidence (how do I know these things are working?)	Dates (from and to)
To improve access, progress and participation for children with social, emotional, mental health needs	C, E	To train lunchtime supervisors on positive play (INSET)	S Foulkes	School's own resources	Improved engagement at play time Pupil voice	Sept 2018
		To provide individualised counselling for identified children with significant SEMH Needs	S Foulkes	Tappy Twins subscription (x5 slots) Cost of Boxall Profile booklets	Fewer behavioural incidents logged with targeted children. Improved attendance Boxall profile	Sept 2018 Autumn 2018
		To provide targeted, weekly mentoring for identified children with significant SEMH needs.	Y Akhtar	School's own resources Cost of Boxall Profile booklets	Fewer behavioural incidents logged with targeted children. Improved attendance Boxall Profile	Autumn 2018
	C, E, I	To address SEMH needs through High Quality Teaching in the curriculum and through assemblies.	AHT – Phase (A Sansi, M Simpson- Lewis, R Holmes)	Jigsaw programme purchased	Class PSHE books Fewer behavioural incidents logged Improved attendance	Ongoing
	C	To explore the range of assessment tools to show impact/improvement in SEMH needs.	S Foulkes D Beasley Educational Psychologist	School's own resources	Assessment tools selected, purchased and in use. Assessment tools being used to evidence improvement in engagement, self-esteem, confidence levels.	Spring 2019

	I	To increase parental awareness engagement through workshops and 1:1 sessions on SEMH support strategies.	S Foulkes Y Akhtar D Beasley AHT Phase Leads Heads of School A Skowron	School's own resources	Parent attendance of sessions Improved emotional responses of children – seen through fewer logged incidents Pupil voice	
	C, E, I	To subscribe to Birmingham Educational Psychology Service to ensure a graduated approach for children with SEMH Needs.	Heads of School/ S Foulkes, D Beasley	School's own resources	Children's SEMH needs being met evidenced by: fewer logged incidents Pupil voice Assessment Tools	
	C, E, I	To have a clear pastoral policy and programme for everyday use in school by all practitioners.	S Foulkes	School's own resources		
	C	To explore the use of HH inclusion team for mentoring.	S Foulkes	School's own resources	Decision to be made on whether using HH inclusion team is a cost-effective way to secure mentoring of children.	
	C, E, I	To look into up-skilling the TA team to deliver SEMH interventions by broadening and strengthening the pastoral team.	Heads of School/ S Foulkes/ D Beasley	School's own resources	TA team to be used to deliver SEMH interventions successfully having an impact on Attendance fewer logged incidents Pupil voice	

4. 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 Governing Body](#).

5. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We are a split level school with a ground floor which includes Main School Office, Nursery, Reception, Key Stage 1 Hall and Key Stage 1 classes. There is a flight of stairs to the Key Stage 1 and 2 dining hall. There is a second flight of stairs to the Key Stage 2 Hall. There is a third flight of stairs to Key Stage 2. Key Stage 2 is split over 2 storeys. The school is currently inaccessible to children in wheelchairs or children with significant physical impairment.	Internal stairs need to be visually marked with a yellow strip to aid visually impaired children and children with depth-perception difficulties	Site Manager	Autumn 2018
Corridor access	Corridors are wide, with dual fire doors installed throughout. Children walk on the left.	Corridors to be kept tidy and free from obstructions.		Ongoing
Lifts	No lifts are fitted in school.	n/a		n/a
Ramps	Ramps are available into the main school entrance. Other walk ways into school (from the pupil entrance off Grestone Avenue and from the pupil entrance at the rear of school from Hamstead Hall Road) are sloped.	Ramps to be fitted to the dining room exits ???		???

Toilets	Toilets are found on each floor in school for children. Nursery toilets, Reception toilets, Key Stage 1 toilets, Lower Key Stage 2 and Upper Key Stage 2 Toilets. There is a disabled child's toilet found in the Learning Lodge.	Disabled toilet access Toilet access for changing?		???
Internal signage	Some internal signage in school for key areas.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment	DB A Skowron	Autumn 2018
Emergency escape routes	One step down out of the exit (school building). Children in EYFS and Key Stage 1 need to climb stairs (with a hand rail on the right hand side) to the top Key Stage 1 playground.	Exit routes to be well labels and clearly marked throughout school. Signage to be maintained.	DB	Autumn 2018
Fire Alarms	Auditory Fire Alarm in place	Fire Alarm volume to be checked in Key Stage 2 playgrounds.	Site Manager	Autumn 2018