



Ivingswood Academy Accessibility Plan 2019-2022

Purpose of Plan

The purpose of this plan is to show how our school intends to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities (from gov.uk).

Key Aims

To ensure that pupils with a disability have:

- total access to our school's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with a disability less favourably
 - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an accessibility plan.
- In performing their duties governors have regard to the Equality Act 2010.
- Our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.



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Increasing Access for pupils with a disability to the school curriculum		
<i>This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits</i>		
Action	Success Criteria	Person Responsible & Timescale
<p>Promote awareness of difference, and positive attitudes towards disabled people, for example via assembly time by:</p> <ul style="list-style-type: none"> - Celebrating and highlighting key events such as the Paralympics. - Raising the profile of famous disabled people such as Lord Ashley, David Weir, Bethany Hamilton, Miles Hilton-Barber, Ellie Simmonds. - Raising awareness of associations such as Guide Dogs and Assistance Dogs UK, including for young people with hidden disabilities. - Use display to promote these events and messages. Ensure that displays in classrooms and corridors promote diversity. 	<p>Increased awareness and acceptance amongst pupils, parents and staff of differences and disabilities, and what disabled people can achieve.</p> <p>Increased visibility of disabled role models within the school environment.</p>	<p>SLT. Ongoing through the year. Display monitored termly from spring 2020.</p>
<p>Through discussion of vulnerable pupils as part of half-termly Pupil Progress Meetings, or when concerns are logged by staff as part of safeguarding procedures, seek to identify any who are Young Carers and access support services as appropriate.</p>	<p>Any Young Carers in the school have the appropriate support to be happy and successful, with regular school attendance.</p>	<p>SLT, Inclusion Manager. Half-termly, or ongoing as concerns arise.</p>
<p>Monitor and analyse pupil achievement by special need or disability and act on any trends or patterns in the data that require additional support for pupils. Include discussion of these pupils in half-termly Pupil Progress Meetings.</p>	<p>Data demonstrates increased achievement for SEND pupils. Provision is accurately matched to need.</p>	<p>SLT and Inclusion Manager. Half-termly.</p>
<p>Ensure that the school's admissions procedures enable swift identification of special needs or disabilities among pupils joining the school, in order that provision can meet their needs:</p> <ul style="list-style-type: none"> - Liaise with other Nursery providers as early as possible to review potential intake for September. - Undertake home visits for new EYFS pupils where possible, prioritising pupils with a disability or other specific need. - Contact feeder schools for all in-year admissions, with IM speaking to their SENCO directly for children with special needs or disabilities. 	<p>There is full information available to staff for pupils joining the school. Provision is accurately matched to need from the outset. Needs requiring external referrals are identified and addressed swiftly.</p>	<p>SLT and Inclusion Manager. Spring term/ongoing.</p>



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Improving access to the physical environment of the school		
<i>This includes improvements to the physical environment of the school and physical aids to access education</i>		
Action	Success Criteria	Person Responsible & Timescale
<p>Ensure access to school is as safe as possible. Crossing patroller to be on duty at the beginning and end of each day. Road safety input for pupils- in assembly and class. Reiterated as part of school visits. Individualised routines agreed for any children with physical disabilities, if required, in consultation with the child's parents.</p>	<p>Children are kept safe and no accidents or near-misses occur.</p>	<p>SLT and Inclusion Manager. Ongoing.</p>
<p>Continue to improve the physical environment of the school:</p> <ul style="list-style-type: none"> - EYFS building works and reorganisation to be completed. - Take into account the needs of pupils, staff and visitors when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access and lighting. - Renew yellow/white strip mark step edges. Regularly replace broken blinds in classrooms. - Make sure that for any child with a physical disability, approaches are in place to ensure access to all parts of the school site, with an emphasis on independence where possible. Arrangements to be included in the child's support plan. - Ensure all pupils with a disability can be safely evacuated. 	<p>All pupils are able to fully access all required areas of the school. The physical environment is conducive to effective learning. All visitors are able to access all required areas of the school.</p>	<p>HT & IM. EYFS- autumn term 2019. Other improvements- ongoing.</p>
<p>Ensure that the physical school environment supports learning:</p> <ul style="list-style-type: none"> - Attractive displays to be used which support the taught curriculum. - Classrooms to be organised to support independent access to required learning resources. - Non-negotiables for learning environments to be embedded across the school. 	<p>The physical environment is conducive to effective learning, and both supports and reflects the curriculum. Display is organised to be accessible to all pupils, e.g. through fonts and colours used. The needs of individual pupils (e.g. with sight or hearing impairments) are considered, for example via classroom organisation.</p>	<p>SLT and Inclusion Manager. Ongoing.</p>



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Improving the delivery of written information to pupils with a disability (and their parents)		
<i>This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame</i>		
Action	Success Criteria	Person Responsible & Timescale
For any pupils with a visual impairment, provide suitably enlarged, clear print and use matt laminates as required. Ensure all staff are aware of guidance on accessible formats including use of coloured paper/font.	Pupils with a visual impairment have access to the same information as their peers, with resources that support their learning.	Inclusion Manager. Ongoing.
Provide guidance to staff on dyslexia and how to ensure that information is accessible, e.g. through reasonable adjustments: https://www.bdadyslexia.org.uk/advice/children/my-childs-education/reasonable-adjustments-in-education	Pupils with dyslexia have access to the same information as their peers, with resources that support their learning.	Inclusion Manager. Spring term 2020.
Gather parental views on the effectiveness of communication and how this can be improved: <ul style="list-style-type: none"> - Via parental survey - From individual parents as part of annual SEN reviews. Use feedback to inform and improve approaches	All parents receive effective communication, and feedback reflects this.	HT & IM. Survey- spring/summer term annually. Annual Reviews- ongoing.
Provide information and letters in clear print in "simple" English. School office to support and help parents to access information and complete school forms, as required.	All parents receive information in a form that they can access.	HT & IM. Ongoing.

Responsibilities

The Headteacher will ensure that staff are familiar with and correctly apply the **Accessibility Plan**.

The Headteacher, governors and trustees will review the financial implications of the accessibility plan as part of the normal budget review process.

Signed: _____ Date: _____

Next Annual Review Date: Autumn 2020