

# **Askern Moss Road Infant Academy**



# **ACCESSIBILITY PLAN 2022-2025**

## **Legal Background**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation".

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

### **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

### **Purpose of Plan**

This Plan shows how Askern Moss Road Infant Academy intends to ensure and improve the accessibility of our academy for pupils, staff, parents/carers and visitors who may be disabled.

This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage.

We aim to ensure that our academy is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

### **Aims**

Askern Moss Road Infant Academy 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 academy is fully committed to providing an environment in which all pupils are able to flourish. Our academy recognises the value of every pupil as an individual and aims to effectively meet the needs of all its pupils.

We aim to:

- create an educational partnership with pupils and their families
- identify and respond to individual needs
- identify and overcome potential barriers to learning
- encourage our KS1 pupils to participate in a range of extra-curricular activities
- ensure our pupils are equipped to transition to the next phase of their education (Key Stage 2- usually Spa Academy)

Askern Moss Road is committed to making any reasonable adjustments in order to effectively support all pupils.

The academy will base support around individual learners' needs, e.g. information on a disability or medical need, an Education Health Care Plan or Educational Psychologist Report. Where a pupil has an Education Health Care Plan, the academy will liaise with the Local Authority to ensure that the identified provision is delivered in an appropriate manner.

In line with the Equality Act 2010, our academy is committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

We promote a culture of inclusion and diversity in which all members of the school community feel proud of their identity and are able to participate fully in academy life. We seek to reduce discrimination and harassment of any member of the Academy and will not discriminate on any of the protected characteristics, save where discrimination is permitted by law.

Protected characteristics include:

- Religion or belief
- Race- colour, ethnicity or national origin
- Gender or gender identity
- Sex or sexuality
- Marital or civil partnership status
- Pregnancy or maternity
- Disability
- Age

Staff are provided with one-page profiles and pen pictures highlighting individual pupils' needs.

Our Academy has an accessible site and buildings with the following:

- Outside play areas and grounds that are fully accessible to all.
- Accessible toilets within all classroom areas
- Two clearly marked disabled bays in the car park.
- A changing bed within a specially equipped changing room
- Key pupils have evacuation plans in case of an emergency

As a staff, we:

- Deliver a range of interventions to support individual pupils with their early literacy and numeracy development
- Provide strategic support from our SENDCO
- Provide Teaching Assistant support in lessons as appropriate
- Deliver emotional and social skills support to individual pupils

## **The main priorities in the school's accessibility plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools within Leger Education Trust.
- Disabled pupils have access to all the curriculum.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the objectives; e.g. through Doncaster LA, in addition to partnerships through Leger Education Trust.

### **Documents and Policies**

The Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

- Equality Objectives
- Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan

Our academy's complaints procedure covers the Accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns. This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Monitoring and Review**

The SENDCo will report on the Plan to the Head Teacher as appropriate.

The Head Teacher will report to the Governing Body on any relevant aspects of the working of the Plan as appropriate.

## **Accessibility Plan: September 2022-September 2025**

**Priority 1:** To increase access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular activities, leisure and cultural activities or visits)

	<b>Target</b>	<b>Actions to be taken</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcome</b>
1	Ensure all necessary provision is in place for pupils with additional needs including medical needs.	<ul style="list-style-type: none"> <li>• Annual Review of all EHCPs</li> <li>• Annual Review of all medical information</li> </ul>	EHCPS and medial info reviewed as required.	SENDCo	<ul style="list-style-type: none"> <li>• All information updated and shared with staff (CPD) centrally</li> <li>• Any equipment, adaptations and provision required are planned for.</li> <li>• Regular training for those staff working with pupils with additional medical needs</li> </ul>
2	To increase the subject knowledge of all staff on aspects of disability within the academy community i.e. SLCN, ASD, ADHD, Dyspraxia, Dyslexia, Dyscalculia, HI, VI, Visual Stress.	<ul style="list-style-type: none"> <li>• Audit staff knowledge/training</li> <li>• Provide relevant CPD opportunities</li> <li>• Provide regular briefing updates with a SEND focus.</li> <li>• Provide in-house workshops to develop knowledge and pedagogy</li> </ul>	Ongoing	SENDCo/Trust SEND & Inclusion Manager	<ul style="list-style-type: none"> <li>• Improved staff confidence</li> <li>• Effective differentiation and high-quality teaching for all pupils</li> <li>• Increased pupil participation and progress</li> </ul>
3	Ensure all educational visits are accessible for all children.	<ul style="list-style-type: none"> <li>• Pre-site visits to be conducted by staff where appropriate</li> <li>• Risk assessments completed in detail using Exeant Risk Assessment System and shared with all relevant stakeholders</li> </ul>	Ongoing	Class Teachers SLT/EVC	All children to attend every educational visit
4	Improve access to the curriculum	All teachers to have an overview of needs within their classroom <ul style="list-style-type: none"> <li>• Ensure all classrooms use a range of visual resources.</li> <li>• Ensure all classrooms have access to ICT to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Class Teachers</li> </ul>	Class Teachers SLT	<ul style="list-style-type: none"> <li>• Children understand which resources are available to them and use them appropriately.</li> <li>• High quality resources are used to enhance quality first teaching</li> </ul>
5	Ensure PE Curriculum is accessible to all.	<ul style="list-style-type: none"> <li>• Audit PE resources to assess accessibility</li> <li>• Develop links with disabled sports people to promote equality and inclusion.</li> </ul>	• Ongoing	PE Subject Lead	<ul style="list-style-type: none"> <li>• All children to take part in PE</li> <li>• PE curriculum is successfully adapted to meet and support the needs of all pupils</li> </ul>

**Priority 2:** To improve access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education)

	<b>Target</b>	<b>Strategies/Action</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcome</b>
1	To make adjustments to our existing building, to ensure all children have suitable access, regardless of their individual needs.	<p>Focus on the layout of the classroom environment to ensure accessibility for children with physical needs.</p> <p>Ensure the toilets/ changing room facilities are fit for purpose for disabled pupils and visitors.</p> <p>Seek advice from the LA support service and OT regarding the needs of pupils with disabilities.</p> <p>Evaluate current provision and list priority areas for specialist provision/equipment.</p>	Ongoing	HT SENCO Trust Estates Manager	School is more accessible for anyone with a physical disability.
2	To support pupil's physical needs, ensuring all children have sufficient space to learn, thus promoting inclusivity and equality.	<p>A review of classroom layout, tables, furniture to ensure accessibility and promotes engagement. Furniture to be removed or re-organised.</p> <p>Ensure relevant staff training is in place to support pupils with their personal care. Intimate Care plans codeveloped and updated with medical staff and parents.</p> <p>Annual Review of all PEEPs</p>	Annually and updated as required.	SLT Class Teachers Trust Estates Manager	<p>All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPs updated and accessible.</p> <p>Manual Handling training completed for supporting pupils with physical needs.</p> <p>'Safe spaces' are created for children who struggle to emotionally regulate. Children have access to quiet, learning spaces. Classrooms are more accessible for anyone with a physical disability</p>
3	To ensure classrooms have any necessary resources for visually	<p>Consultation with visual impairment team. Relevant resources to be provided in</p>	Ongoing	SLT SENCO	Physical environment improved for partially sighted children.

	impaired children.	<p>specific classrooms such as magnifier, writing slope etc.</p> <p>Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.</p> <p>When the need for repair / renovation arises, we will have contrasting colour nosing on steps.</p> <p>Ensure all entrances and exits have clear signage.</p>		Trust Estates Manager	Visually impaired pupils can access learning within the classroom.
4	To ensure classrooms have any necessary resources for hearing impaired children.	<p>Consultation with hearing impairment team</p> <p>Relevant resources to be provided in specific classrooms such as visual support.</p> <p>Work with parents to ensure that hearing aids are worn and working.</p>	. Ongoing	SENCo Class Teachers Pastoral Team	Hearing impaired pupils can access the learning in classrooms.
5	To review fire evacuation information in the building to ensure that it is communication friendly.	Consultation with pupils and staff to ensure that the information is clear.	Ongoing	SLT SENCO Class Teachers	The information should be as easy to access as possible for emerging-readers to access.

**Priority 3:** To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

	<b>Target</b>	<b>Strategies/Action</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcome</b>
1	We will provide briefing/training to office staff on accessibility of information to office staff	Staff awareness of access issues enhances the accessibility of written information.	Spring Term 2022	SENCO	Information is shared with pupils and parents in an appropriate format to be accessed by all families. Staff knowledge is strengthened about accessibility.
2	Make available academy, newsletters and other information for parents/carers in alternative formats and fonts if requested.	Seek parental views regarding current academy literature. Review all current academy publications and promote the availability in different formats and fonts for those who require it. Ensure all documents are available wherever possible in WORD format to support the use of immersive reader from mobile devices and computers. Develop the use of the Academy website to share information to parents. Develop parent forums including those specifically for SEND parents to share updates and information.	Ongoing	All teaching staff IT Support  SENCO Pastoral Lead Trust SEND Lead	Academy information is accessed by all families.  Parents receive relevant information in a timely manner.
3	Availability of written material in alternative Languages when necessary. Availability of translator if required.	The Academy will use information and translations provided by the EAL Team for key information for EAL Families. The Academy will use a Translator service if required to ensure full Parental participation in meetings. Ensure all documents are available wherever possible in WORD format to support the use of Translate from mobile devices and computers.	Ongoing	SENCO Teachers IT Support	EAL families have greater access to information from the Academy and can participate in meetings and discussions about their child.