



Accessibility Policy, Audit and 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.

The purpose of this plan is to show how The Phoenix Learning Alliance intends, over time, to increase the accessibility of our school for disabled pupils. The Phoenix Learning Alliance is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 pupils, parents, staff and Trustees of the school.

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.

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 of Trustees.

The accessibility audit and action plan are school specific.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) policy and information report
- First Aid policy including supporting pupils with medical conditions.

Appendix 1: Accessibility audit for Hunts Grove Primary Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey	N/A		
Corridor access	Corridors are wide	Ensure these are always kept free of obstructions	Whole staff team	On-going
Lifts	Non	N/A		
Parking bays	2 disabled parking bays marked	None required (ensure they are available)	SLT	On-going
Entrances	Automatic front doors, enclosed lobby	None required		
Toilets	3 accessible toilets	None required		
Reception area	Accessible to wheelchair users	None required		
Internal signage	Signs in place	None required		
Emergency escape routes	Fire evacuation plan in place	Weekly testing of system and maintenance	Site team	On-going

Appendix 2 Action Plan for Hunts Grove Primary Academy

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adaptive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>To ensure all staff are fully aware of the needs of all pupils who have an EHCP or are accessing SEND support</p>	<p>Transition meetings in the summer term</p> <p>Transfer of records/meetings with teachers and relevant staff &</p> <p>Electronic SEND files updated to include all relevant documents/info. shared</p>	<p>All staff are clear about their responsibilities in meeting pupils' needs across all areas of the curriculum</p>
	<p>Regular parent group, termly parent forum, Class Dojo, half termly newsletter, open afternoons.</p> <p>Parents have access to our school offer on the school website.</p>	<p>Curriculum resources include examples of people with special educational needs and disabilities.</p>	<p>Curriculum audit to be completed</p> <p>Awareness days to highlight the profile of a range of needs</p>	<p>The curriculum will include a range of special educational needs and disabilities within its content to ensure that all children understand and are considerate of the range of SEND.</p>
	<p>Parents can contact SENCOs at any time.</p> <p>Parents meet regularly with SENCOs to access further support and advice.</p>	<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<p>Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP</p> <p>Attainment of SEND children over the year to be analysed termly</p> <p>Mechanism identified to track small steps of progress</p> <p>Support trackers to reflect the needs of pupils based on progress made</p>	<p>Analysis shows that expected progress has been made by all pupils</p> <p>Progress towards support tracker/EHCP targets has been achieved.</p> <p>Provision has been reviewed and amended based on the needs of pupils</p>

		<p>Adaptations to the curriculum to meet the needs of individual learners.</p>	<p>Training for staff on increasing access to the curriculum for all pupils and specific needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>Teachers are embedding the engagement curriculum when required</p> <p>Review SEND children's access to curriculum within class.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Liaise with external professions e.g., SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p> <p>Pastoral support, timetable adaptations</p> <p>Individual physiotherapy/OT/SALT programmes</p> <p>Use of access arrangements for assessments/National tests</p>	<p>All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p>
		<p>Effective use of resources & specialised equipment to increase access to the curriculum for all pupils</p>	<p>Strategic deployment of support staff/intervention teacher</p> <p>Use of ICT, eg: Clicker & voice-activated text</p> <p>Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, adapted pens, chew/fiddle toys, standing desks</p>	<p>Access to the curriculum improved using good quality resources, interventions and adaptations. Independence increased as a result.</p>

			Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (ATS)	
		All out-of-school and extracurricular activities are accessible and planned to ensure the participation of the whole range of pupils	<p>Review all out-of-school and extracurricular provision to ensure compliance with legislation</p> <p>PE curriculum to include disability sports</p> <p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability and alternatives are provided where this is not appropriate or inaccessible</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	<p>All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>All pupils can access all school trips and take part in a range of activities</p> <p>All pupils have access to PE and are able to excel, for example with support from an adult</p>
		Training for staff on increasing access to the curriculum for all pupils (including medical needs)	<p>Epipen training</p> <p>Intimate care policy and staff training</p> <p>Training from SALT, Advisory Team</p> <p>Access to courses, CPD</p> <p>Outreach support from local special school</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialists e.g. EP, ATS, Physiotherapist, Occupational Therapist, school nurse.</p>	All staff will have a clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them.
		Review deployment of Teaching Partners	Timetables created as needed for any bespoke support that may be needed at key times.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, and extra-curricular activities.

		<p>Pupil voice</p>	<p>Children are given opportunities to share their concerns, their views, and their ideas.</p> <p>Adaptations are made as needed.</p>	<p>Children's voices are heard and acted upon.</p>
		<p>Ensure all children can take part equally in whole school events, break time, lunchtime and after-school activities</p>	<p>Ensure whole school events can be adapted to include all children</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</p> <p>SEND staff to advise school staff or other stakeholders who run after school clubs about the needs of children with SEND in their groups, and provide support where necessary</p> <p>Ensure pupils' needs are met safely during unstructured times.</p>	<p>All children feel able to participate equally in out-of-school activities.</p> <p>Ensure all pupils feel involved, safe and included at playtimes during school events and children's unstructured time.</p>
<p>Improve and maintain access to the physical environment</p>	<p>We are a new build so accessibility is very good, facilities, both inside and outside. We currently have 3 accessible toilets (main corridor, by school office and in Thrive room). In the car park, we have disabled parking bays next to the main doors of the school. All doorways and corridors are fully accessible for anyone in a wheelchair.</p> <p>When specific needs are known, we can review</p>	<p>Fire and emergency evacuation procedures to be in place for those with additional needs.</p>	<p>Need to regularly review the escape strategy, management controls, and staff training needed as appropriate.</p> <p>PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties, and hearing/visual impairments.</p> <p>Ensure staff, pupils and visitors are aware of evacuation procedures when the school premises are used for plays,</p>	<p>Evacuating safely during a fire or incident</p>

<p>provisions and adapt to the needs of pupils as required.</p> <p>Internal directional signs/ Access to school office</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) has a physical impairment.</p> <p>Disabled members of staff and visitors have a place to park in the staff car park.</p>		assemblies, and activities outside of normal school hours.	
	To ensure classroom environments meet the needs of pupils	<p>Environment monitoring to take place on a regular basis.</p> <p>Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions.</p> <p>The needs of the child to be carefully thought through and classrooms adapted accordingly</p>	Access to the environment will be improved using good quality resources and adaptations
	Internal doors	Remove posters and anything from doors that obstruct vision panels.	All doors with safety glass give clear visual access.
	Seating and furniture	<p>Ensure appropriate seating and clear space available for individuals with limited mobility or wheelchairs in audience seating.</p> <p>Advice to be sought from professional agencies such as ATS, school nurses etc regarding layout and best practice.</p>	Classroom layouts will be considerate of those with physical difficulties including those with mobility difficulties, or hearing/visual impairments
	Access needs on school site ('access' meaning 'access to' and 'access from')	<p>Ensure staff and parents can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through the newsletter to let us know if</p>	All staff and parents can access all areas of the school and the school grounds.

			they have problems with access to areas of school.	
		Maintain safety for visually impaired people	<p>Check if any children have a visual impairment resulting in yellow paint being needed on edges including steps</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children as appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	All children can access all areas of the school and the school grounds safely. They can enter and exit the buildings with any hazards mitigated.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes</p> <ul style="list-style-type: none"> • Internal signage 	Availability of written material in alternative formats (for parents/carers)	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Half-termly newsletter is emailed to parents/carers and posted on Class Dojo</p>	The school will be able to provide written information in different formats when required for individual purposes.

	<ul style="list-style-type: none"> ● Pictorial or symbolic representations (Widgit) ● Assistive technology ● Staff are welcoming and happy to invite parents and visitors into the school in relation to SEND ● Leaflets/posters are available in the office area to signpost to local support networks. <p>Signage around the school to support all children, particularly SLCN/EAL</p> <p>Widgit symbols are used to create door signs to inform pupils, new staff, visitors of the particular use for the room e.g. toilets.</p>	<p>Availability of written material in alternative formats (for children)</p>	<p>Audit the school library to ensure the availability of large font and easy-read texts to improve access.</p>	<p>All pupils can read texts that are appropriate to their visual needs.</p>
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