



BAYSIDE ACADEMY

ACCESSIBILITY POLICY

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AUTHOR/ORIGINATOR:	AAT Estates
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ACCESSIBILITY POLICY

Statement of Intent

Ambitions Academies Trust (AAT) is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

AAT is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across AAT.

This policy must be adhered to by all staff, pupils, parents/carers and visitors.

Signed:

18th October 2022

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Principal

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Date

18th October 2022

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CEO

.....
Date



1. Legal Framework:

1.1 This policy has due regard to legislation including, but not limited to, the following:

- United Nations Conventions on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Education Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children & Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2 This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) "The Equality Act 2010 and Schools"
- DfE (2015) "Special Educational Needs & Disability Code of Practice: 0 – 25 years"

1.3 This policy will be used in conjunction with the following Trust and Academy policies and procedures:

- Equality & Diversity Policy
- Equality Information & Objectives
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Health & Safety Policy
- Data Protection Policy
- Academy Development Plan

2 Definition:

- 2.1 A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 2.2 The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3 Roles & Responsibilities:

- 3.1 Staff members will act in accordance with the Academy's Accessibility Policy and Accessibility Plan at all times.
- 3.2 The Principal, in conjunction with the Academy Advisory Committee (AAC), will create an Accessibility Plan with the intention of improving the Academy's accessibility.
- 3.3 The AAC is responsible for monitoring the Accessibility Plan.
- 3.4 The AAC will approve the Accessibility Plan before it is implemented.
- 3.5 All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6 The Principal will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7 During a new pupil's induction, the Academy will establish whether the pupil has any disabilities or medical conditions which it should be aware of.
- 3.7 The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.8 The Principal, AAC and SLT will work closely with external agencies to effectively create and implement the Academy's Accessibility Plan.
- 3.10 The SENCO will work closely with the Principal and AAC to ensure that pupils with SEND are appropriately supported.
- 3.11 All staff members and AAC will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12 Designated staff members will be trained to effectively support pupils with medical conditions e.g. understanding how to administer insulin.

4 Accessibility Plan:

- 4.1 The Accessibility Plan will be structured to complement and support the Academy's Equality & Diversity Policy as well as the Special Educational Needs & Disability Policy.
- 4.2 The Accessibility Plan will be presented as either a freestanding document or as part of another document e.g. Academy Development Plan.
- 4.3 The Academy's Accessibility plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the Academy within a given timeframe.
- 4.4 The Plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve and maintain the Academy's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parent and visitors with disabilities.

4.5 The intention is to provide a projected plan for a 3-year period ahead of the next review date which will be Spring term 2023.

4.6 If it is not feasible to undertake all the plans/ works during the lifespan of the Accessibility Plan some items will roll forward into subsequent plan.

4.7 The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8 The Accessibility Plan will be used to advise other Academy planning documents and will be reported upon annually in respect of progress and outcomes.

4.9 Both the Accessibility Policy and Accessibility Plan will be published on the Academy's website.

4.10 An access audit will be undertaken by the AAC and SENCO every year.

4.11 The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.12 During Ofsted inspections the inspectorate may include the Academy's Accessibility Plan as part of their review.

4.13 The LA may provide auxiliary aids and services where necessary to help the Academy provide suitable support to pupils with disabilities.

5 Equal Opportunities:

5.1 The Academy strives to ensure that all existing and potential pupils are given the same opportunities.

5.2 The Academy is committed to developing a culture of inclusion, support and awareness.

5.3 Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4 The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5 Wherever possible teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

5.6 The Academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all Academy activities.

6 Admissions:

6.1 The Academy will act in accordance with the Admissions Policy.

6.2 The Academy will apply the same entry criteria to all pupils and potential pupils.

6.3 The Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the Academy.

6.4 All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the Academy community.

6.5 Information will be obtained on future pupils in order to facilitate advanced planning.

6.6 Prospective parents/carers of pupils with an EHCP and pupils with SEND are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7 Curriculum:

7.1 The Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2 No pupil is excluded from any aspect of the Academy curriculum due to their disabilities or impairments.

7.3 The Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4 The Subject Lead for each subject and the SENCO will work together to adapt a pupil's Individual Plan with advice sought from outside agencies where appropriate to allow all pupils to reach their full potential.

7.5 Physical education lessons will be adapted wherever possible to allow pupils with disabilities to participate in lessons.

7.6 Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis.

7.7 The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

7.8 There are established procedures for the identification and support of pupils with SEND in place at the Academy.

- 7.9 Detailed pupil information on pupils with SEND is given to relevant staff in order to aid teaching.
- 7.10 Specialist resources are available for pupils with visual impairments such as large print reading books.
- 7.11 Learning Support/Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

8 Physical Environment:

- 8.1 The Academy is committed to ensuring that all pupils, staff members, parents/carers visitors have equal access to areas and facilities within the Academy premises.
- 8.2 The Academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.3 Where entrances to the Academy are not flat, a ramp is supplied for access.
- 8.5 The corridor flooring and lighting is designed to support those who are visually impaired.

9 Monitoring & Review:

- 3.7 This policy will be reviewed on a three yearly basis or when new legislation or guidance concerning equality and disability is published.

Outstanding Achievement for All

Appendix 1

Curriculum

The AAC must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers. The grid below should be completed for the curriculum, physical environment and information provision.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Ensure equal access to P.E. lessons	Further audit of physical SEN needs within the academy to determine sports resources required in order to ensure equal access to physical activities. Ordering of additional equipment to meet relevant need.	All pupils have equal access to P.E. lessons across a range of sports.	-January 2022	All pupils making progress across P.E. curriculum as evidenced in P.E. assessments.	January 2022 Continuation 2022-2023 in response to pupils' needs
Medium Term	To support pupils with significant SEND needs to access school	Review needs of pupils within each class and staff accordingly. Put in place specific learning environments to meet the need of all children, in line with SEND documentation. Make alterations to curriculum provision to meet needs of specific pupils, e.g. use of nurture approach within Year One to support developmental need from pupils.	Pupils needs are appropriately met through effective deployment of skilled support staff and resources, including wide-ranging intervention as appropriate. Monitor through Annual Review of EHCP process and other assessment processes.	-July 2022*	All pupils are supported to achieve their full potential. Attendance for SEND pupils in line with non-SEND pupils	Termly Termly reviews completed with relevant actions (e.g placement of Year 5)
Medium Term	Continue to develop CPD to all teaching and support staff focussed on supporting pupils with SEND to access the curriculum.	Following lesson visits / weekly pupil checks, agree any pupil needs that require additional CPD from a teaching and learning perspective.	Pupils with SEND have a broad and balanced curriculum that they can access.	-July 2022*	Pupils meet their individual progress targets and secure knowledge acquisition across the curriculum. Pupils meet additional targets from their EHCP documentation.	Termly Termly reviews completed with relevant actions and training completed. Ofsted record SEND provision as strength of school June 2022

* Target to be reapplied at any point follow enrolment of any pupil with specific SEND needs.

Appendix 2

Physical Environment

The AAC should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Location	Item to Improve Physical Access	Activity	Timeframe	Cost (est.)	Review
Short Term	To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Learning walk with SEND lead to assess access to environments for all pupils with any disability, including hearing loss and impairment to physical movement. Assess access both to the environment and within the environment.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	December 2021	N/A	January 2022 Verification for Y3 pupil (hearing); Y5 pupil (physical movement); Y1 pupil (specific health condition) Continue to review termly 2022-2023
Medium Term	Children's disabled toilet	Lowering of toilet height to support independent access for children to the disabled toilet located in KS1	Change adult toilet in disabled toilet for a children's toilet and adjust hand rails to match new item.	-July 2022	£400	July 2022 No pupils in EYFS, Y1 or Y2 require access to a disabled toilet. Current provision is suitable for use should any pupil enrol whilst new toilet is commissioned.
Long Term	EYFS area	Permanent ramp built to enable direct access to outside space from EYFS classrooms	Build permanent ramp over steps from middle doors of EYFS base to allow for disabled pupils to access outside area independently from both classes.	-July 2023*	£1500	July 2023

* Action to be brought forward at any point follow enrolment of any pupil with physical needs who would require a ramp to access the outside area.

Appendix 3

Information

The AAC should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Detailed transition between teachers prior to September of each academic year 2021 and 2022 to advise as to specific needs. Additional training put in place as appropriate in order to ensure information understood: external trainers, school nurse, link professionals and ongoing in house CPD to address training needs.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitor through Annual Review of EHCP process	-December 2021	Increased access to an appropriate curriculum for all pupils	January 2022 September 2022
Medium Term	Review the accessibility of communication between school and home to ensure that it is clearly understood.	Audit the current information delivery procedures as part of parental survey.	Home-school communication effective and all families aware of relevant information and support related to this information.	March 2022	All parents surveyed provide positive feedback that information is accessible. Support provided for relevant families with locating and understanding information.	July 2022 No comments raised within parental surveys. Additional communication in place – e.g. A frames
Long Term	Ensure all documentation available on our website is accessible to our parents	Audit website and make use of video and Widgets to support access	All information is fully accessible	July 2023	Parental feedback positive with clear understanding where important documentation and information is kept for reference.	July 2023

