

## Nechells E-ACT Primary Academy Academy Accessibility Plan

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<b>Department Owner</b>	Operations (National)
<b>Section Owner</b>	Education (Regional SEND and More Able Lead)
<b>Approver</b>	Education & Personnel Committee
<b>Date Approved</b>	July 2018
<b>Review Date</b>	July 2021
<b>Status</b>	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

## **1 Accessibility Plan [2018 - 2021]**

### **1.1 Introductory statement**

This Accessibility Plan has been drawn up in consultation with staff parents and pupils of the Academy and covers the period from September 2018 to July 2021. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **2 Background**

### **2.1 The Academy's layout and facilities**

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a Victorian Grade 2 listed building on Eliot Street, Nechells.

Nechells is a two-story building, with KS2 upstairs (With the exception of one class) and EYFS and KS1 downstairs. Access to the main building is via a ramp. This is the case both in the main entrance and for EYFS access. Access to KS2 classes is via staircase. There are two staircases. One is accessible via the centre of the Academy and the second is the 'back staircase' and is accessed from the playground up to KS2 classes and the ICT classroom.

As the building is listed, we are not permitted to install lift facilities, which prevents any children with physical disabilities from accessing these areas, in the same way as their peers. Therefore reasonable adjustments have been made, allowing one KS2 class to remain downstairs and if access to upstairs is required, children who have PD but are able to climb stairs, with support, are supported to do so in smaller groups, rather than whole-class.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum

- improve the physical environment of the Academy to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Academy prospectus

- disability equality scheme

equal opportunities policies

health and safety policy

special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

### **3 Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. This information is shared as part of a home-visit, conducted by SLT prior to the pupil starting with the Academy. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

### Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum eg: Manual handling training and making reasonable adjustments to ensure inclusion of all pupils/visitors	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum.  Success of disabled pupils in examinations.
<b>Medium term</b>	To seek support from the PDSS team to allow adjustments to be made to the environment, to aid inclusion	Support CM directly initially Disseminate to staff as required	Staff to feel confident to support ch with PD in accessing the curriculum and Academy environment	Ongoing	
<b>Long term</b>	Equipment, such as ICT, to be made more mobile and therefore accessible to all. Order of ICT equipment to be made, to allow class sets of resources.	Budget on AIP to reflect this	All pupils have access to resources conducive to curriculum development	By spring term 2019	Touch typing available for VI pupil

**Key points to consider when completing this table**

do teachers have the necessary training to teach and support disabled pupils?

are classrooms optimally organised for disabled pupils?

are lessons responsive to pupil diversity?

do lessons involve work to be done by individuals, pairs, groups, whole class?

do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

do you provide access to computer technology appropriate for pupils with disabilities?

are there realistic expectations of all pupils?

do staff seek to remove all barriers to learning and participation?

are pupils encouraged to take part in music, drama and physical activities?

do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

### Improving the physical environment of the Academy to increase access to education by disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Summer 2	Physical environment improved.
<b>Short term</b>	Enable disabled pupils and visitors to park within reasonable distance of the Academy.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Summer 2	Improved access to Academy site.
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Summer 2 2019	Improved facilities for disabled Pupils and visitors.
<b>Long term</b>	Enable disabled pupils and visitors to access the ground floor of the Academy building.  Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the LA using Academy Access Initiative funding.	Having secured capital resources from the LA the Academy entry areas will be fully accessible.	Summer 2	Physical accessibility increased.
<b>Long term</b>	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the Academy.	Spring 2019	Access to upstairs to be negotiated

### **Key points to consider when completing this table**

does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

are non-visual guides used, to assist people to use buildings?

could any of the décor or signage be considered to be confusing or disorientating for disabled Pupils with visual impairment, autism or epilepsy?

are areas to which pupils should have access well lit?

are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

is furniture and equipment selected, adjusted and located appropriately?

## Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the Academy could provide written information in alternative formats.	Spring 2019 onwards	Delivery of information to disabled pupils is improved.  Key policies/news is now shared on the website in MP3 format.
<b>Medium term</b>	Ensure changes to Academy procedure/timings/access are shared at the earliest opportunity	Class Dojo, newsletters, text messages and phonecalls are used to share changes as soon as possible	Parents and Pupils feel informed and any anxiety related to these changes can be aired at the earliest convenience	Spring 2019 onwards	Pupils and Parents feel informed and their voice is heard and part of the planning process
<b>Long term</b>	Ensure messages and timetables around the school are displayed in a variety of formats	Staff to use communicate in print widgets to label areas and key signs around the building. This should also be coupled with the use of Makaton signing, allowing those with selective mutism or anxiety speaking publicly, to communicate as required.	Parents and Pupils feel able to navigate the Academy and seek support, without the pressure required when reading or seeking verbal feedback	Spring 2020 onwards	Pupils and Parents feel able to communicate, both verbally and non-verbally

### Key points to consider when completing this table

do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

do you have the facilities such as ICT to produce written information in different formats?

do you ensure that staff are familiar with technology and practices developed to assist people with disability