



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Accessibility Plan

Document Control

Document Title	Accessibility Plan
Effective Date	Spring 2023
Policy Owner	Rebecca Harris
Policy Approver	LGB

Version Control

Version	Date	Amended by	Comments
Version 1	Spring 2023	Mrs Harris	

Legislation

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

Vision Statement

Every child who joins our Trust community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability including pupils with multiple or individual learning consideration. Our Trust is an inclusive organisation, which aims to: set challenging targets for all pupils and staff, to place children's rights at the heart of all we undertake and ensure that staff and resources are maximised effectively in order to secure the best possible outcomes for every child. The Trust strives to ensure that all pupils are treated with respect, integrity, and humility. This includes providing access and opportunities for all pupils.

Purpose

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Aims

The aim 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.

Access to the plan

The plan will be made available online on the Trust and each individual school website, and paper copies are available upon request.

The Academy will publish its accessibility plan with a vision statement that says the school is committed to providing an environment that:

- Enables full curriculum access and values
- Includes all pupils, staff, parents, and visitors

Each aim will encompass

- Current good practice
- Objectives
- Actions to be taken
- Person responsible
- Date to complete actions by
- Success criteria

Each school within the Trust will ensure that they have a plan that includes an audit of the accessibility of the school, considering features such as signage and doors.

Our schools within the Trust are 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 there are any concerns relating to accessibility that is school specific, this procedure sets out the process for raising these concerns.

Stakeholders

The governing body within each school recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This policy complies with our Funding Agreement and Articles of Association. Please see the attached action plans that sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Plan

	Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to the curriculum	To review current provision for and identify developments in the use of ICT to support pupils with Special Educational Needs.	<i>ICT co-ordinator will have secure knowledge of how ICT support improves progress of pupils with SEND</i>	GH	Termly	Computing Team
	All staff are aware and PE is mindfully supported to meet all learner needs	<i>All pupils can access Physical Education</i>	SK	Spring 2023	PE Team
	Compile and review statistical information including assessment and attendance data for <u>all</u> pupils identified with a disability.	<i>Data is analysed Comparisons between SEND and non-SEND</i>	KW/IM/NG	Termly	SLT
	Update Policies to reflect responsibilities regarding DES: Anti-bullying, Behaviour, PSHE, Attendance, Learning & Teaching.	<i>All policies are inclusive, recognise responsibilities as outlined Evidence is displayed through the curriculum</i>	RH CS/LW	This action is complete	SLT Inclusion Team

	Increase parental awareness concerning the adjustments in place to ensure access to the curriculum for disabled learners.	Parents understand how reasonable adjustments are made to the curriculum Parents understand how children are supported in all aspects of the curriculum	RH		Inclusion Team
	Inclusion team to meet regularly to look at impact on behaviour, access to learning and support for all vulnerable groups	Overview will be ensured and clarity on clear next steps	RH	Weekly meetings	Inclusion team

	Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to the physical environment	Ensure corridors are always clear of clutter and doorways are not blocked.	<i>All stake holders move freely around the learning environments</i>	All staff	Half termly walk around and notes on perspective observations	Learning walks SLT
	Continue to improve signage around the school to include images/symbols as well as words.	Identify areas for signage images/cursive print All stakeholders able to navigate easily around school	All Staff	SEN learning walks	Learning Walks
	De-clutter. Review the furniture in classrooms to enable ease of navigation around the room.	<i>All staff to complete a classroom risk assessment</i>	All staff		Annual reviews

	Action	Success criteria	Lead	Timescale	Monitoring
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			person		
	Further develop strategies to identify vulnerable learners- keep up to date in research and support from county or wider.	All pupils who are not making expected progress are being targeted for intervention. Use platforms such as the Key to support training	SLT Inclusion team.	Half termly	Pupil progress meetings to discuss targeting provision. Inclusion team to monitor provision on Edukey
	Further develop strategies to support all SEN learners to make accelerated progress in reading, writing and mathematics.	Data tracking systems show that learners are all making accelerated progress and where they are not intervention is refined.	Inclusion team SLT Pupil Progress meetings	Half termly	Inclusion team to monitor and share with SLT termly
	Develop the staff's understanding of Autism by gaining advice from external agencies such as Autism outreach.	All staff know who these children are and the strategies used to support them.	Inclusion team	Every 2 years	Behaviour incidents involving these pupils reduce.
	Develop approaches to inspire key stage 1 boys in writing, especially for the higher achievers. Develop wider curriculum and support coverage and opportunities for all	The percentage of exceeding increases and the gap between boys and girls narrows.	VB PB Inclusion team SLT	Intent, Implementation and Impact statements in place and clear actions ½ termly reviewed	Lesson observations Data Pupil voice
	Develop strategies to support personal	Improvement in the children's sense of well-	Inclusion team Hope		Pupil voice Data Reduction in

	development by giving all children access to Emotion coaching and emotional wellbeing exercises.	being well-being Achievement for children who have been identified as needing nurture support improves.			low-level behavioural incidents for those identified children.
	Further develop the curriculum to ensure children make good progress, especially boys by applying key skills of English and Maths across the curriculum.	Progress measures for reading, writing and maths improve. Pupil's believe that the curriculum is interesting and helps them develop their skills in English and Maths.	SLT		Pupil voice Data

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 Headteacher alongside each individual school within the Trust.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy