



Accessibility Plan

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| Date of Policy | June 2019 |
| Adopted by Governors | 4 th July 2019 |
| Review Date | June 2022 |

Vision statement

Our vision is for Summerbank Primary Academy to be a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every child. This vision includes our desire to make our learning environments accessible to all our learners and school community. The purpose of this plan is to show how Summerbank Primary Academy aims to develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors.

As a school we are required under the Equality Act 2010 to have an accessibility plan. The definition of disability according to this Act is:

A person has a disability if—

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

(Equality Act 2010 CH1 section 6 <http://www.legislation.gov.uk/ukpga/2010/15/section/6>)

Summerbank Primary Academy will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. In adherence to schedule 10 of the Equalities Act 2010 (Appendix A) we will review this policy every three years or in response to an individual pupils needs with reference to this accessibility plan and the SEN policy. All improvements will be made in accordance to this plan and in 'reasonable time'.

This plan should be read in parallel with our SEND Policy, SEND Information Report, Complaints Procedure, and Medical conditions policy.

Our Aims:

- To increase access to the curriculum for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of Summerbank Primary Academy school to include physical aids to access education as appropriate.
- To improve the delivery of communications and information to disabled pupils and their families.

Aim one

To increase access to the curriculum for pupils with a disability

Summerbank Primary Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in all the activities of the school.

The staff and governors of Summerbank Primary Academy will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved –

| Aim | Objectives and Actions | Person responsible | Date to complete actions by | Success Criteria |
|--|--|--------------------|-----------------------------|--|
| All pupils must have full access to the curriculum | <ul style="list-style-type: none">• Reasonable adjustments made and resources provided, to ensure that pupils are able to access activities.• Planning by staff to ensure differentiation.• Develop use of ICT for all pupils.• Develop SEN levels of need and provision entitlement documents to support identification and strategies.• Ensure staff have opportunities for CPD related to SEND.• Increase staff confidence in identification and provision for children with SEND.• Educational visits will be planned to be accessible to all. | SENCO SLT | Ongoing | Staff confident in supporting SEND children. Curriculum is fully accessible to <u>all</u> children. |

Aim two

To improve and maintain access to the physical environment of Summerbank Primary Academy.

Summerbank Primary Academy considers carefully accessibility issues when making changes and when maintaining the physical environment. Staff take into account the individual needs of the children when designing the layout of their classroom space.

| Aim | Objectives and Actions | Person responsible | Date to complete actions by | Success Criteria |
|---|--|--|-----------------------------|---|
| <ul style="list-style-type: none">The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitorsAll pupils, parents, visitors and staff are able to access the school buildings. | <ul style="list-style-type: none">Ensure that any additional school buildings meet needs of people with a disability.Ensure that classrooms are optimally organised for access by pupils with a disability.Ensure all disabled pupils can be safely evacuated and that an evacuation plan is in place for identified individuals.Ensure equal access to classroom resources through suitable adaptation. Hearing support, ICT adaptations etc | Senior Leadership SENCO School staff | Ongoing | The school and its practices will be fully accessible to all. |

Aim three

To improve the delivery of communication and information to disabled pupils and their families.

Communication between Summerbank Primary Academy, pupils, parents and the wider community is good. It is met through our open door policy, helpful office staff, letters, text messages, web site and on site displays. The information should take account of pupils' disabilities and pupils' and parents' preferred formats.

| Aim | Objectives and Actions | Person responsible | Date to complete actions by | Success Criteria |
|---|---|-------------------------------|-----------------------------|---|
| To ensure that information can be accessed by people with a disability. | <ul style="list-style-type: none">Newsletters and school information to be made available in alternative formats and in an enlarged font, where necessary.Newsletters and information to be available on different coloured paper where necessary.School's website to use clear fonts and appropriate background colours. | Office staff Web designer. | Ongoing | Information is accessible to all through clear, accessible and supported communication. |