



ACCESSIBILITY PLAN

We walk by faith and not by sight: 2 Corinthians 5:7

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. We value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

St. Paul's C of E Academy we aim to include and integrate pupils with disabilities in the full life of the school. Our strategies to achieve this include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Anticipating the needs of pupils or staff with disabilities before he or she joins the school.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.

- Ensuring that our library and reading books provided positive images of people with disabilities.

We will ensure that pupils with disabilities have the same opportunities as nondisabled pupils to benefit from the education our school provides.

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 and works in conjunction with Sandwell Local Authority 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 governors 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.

This policy complies with our funding agreement and articles of association.

Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan, through the audit, covers the measures we have already taken, and are still taking, to improve our school.

The physical environment

We will endeavor to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrail and lifts;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing sound-proofing for pupils with impaired hearing for example;
- furniture, by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software
- signage, by putting it in clear print.

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. We ensure that all risk assessments are detailed and thorough taking into account all aspects of every child's needs.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

Many of the adjustments to the curriculum that we make in class and around school are dependent upon individual needs: these are evident from the targets set for children's IEPs (Individual Education Plans) which are effective and manageable.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) is available in alternative formats (large print, online, via telephone for the visually impaired, sign language, and interpreters) which are clear and user-friendly. We always take account of disabilities of pupils or parents and should any parent, carer or member of staff request an alternative form of provision of information, we strive to meet their needs. For example, communication with a parent who is hearing impaired, we will arrange for an interpreter to be present.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

Policy into practice

The governing body is responsible for the school's duty not to discriminate.

A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

The Principal will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor a range of data with regular pupil progress meetings to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving. If any pupils are found to be underachieving, steps are taken to put support/interventions in place as soon as possible.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

Monitoring and review

The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The Principal implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.

Reviewed: September 2017

Agreed: September 2017

Action plan

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	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Audit resources to ensure that all children have the appropriate equipment</p> <p>Continue to track the progress of all children including SEND pupils</p> <p>Continue to ensure that IEP are completed and reviewed termly</p>	<p>Ensure that appropriate resources are ordered if necessary</p> <p>Half termly tracker, planning and book monitoring</p> <p>All IEP's to be completed and shared with pupils and parents</p>	<p>SENDCo</p> <p>SLT</p> <p>SENDCo</p>	<p>Spring 1</p> <p>On-going</p> <p>Termly</p>	<ul style="list-style-type: none"> All children can access the curriculum independently The appropriate resources are readily available All children have clear plans in place with smart achievable targets

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To review all entry and exit points to ensure that they continue to be appropriate for new additions to the school</p> <p>To improve changing areas within the EYFS</p>	<p>Check access points and make any improvements needed</p> <p>Provide the correct changing equipment for children that are unable to change themselves</p>	<p>Site manager</p> <p>SENDCo</p>	<p>On-going</p> <p>Autumn 2</p>	<ul style="list-style-type: none"> • Children have a safe place to be changed when needed • All children can safely enter and leave the school at all times and in emergencies
<p>Improve the delivery of information to pupils with a disability</p>	<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 • Large print resources • Braille when needed • Induction loops • Pictorial or symbolic representations 	<p>To purchase Braille resources, if needed</p> <p>To continue to use communication for print and visual timetables to support children to communicate</p>	<p>Audit communication needs with both parents and pupils</p> <p>Purchase communication for print and use this to support SEND pupils</p>	<p>SENDCo</p> <p>SENDCo</p>	<p>Summer 1</p> <p>Spring 2</p>	<ul style="list-style-type: none"> • All children, parents and staff can communicate with the school • The resources that we have in school support the communication with all stakeholders

St. Paul's C of E Academy's Accessibility Audit

Carried out by: Bobby Rainford

Date: 30.9.2017

Section 1: The school can deliver the curriculum to all pupils. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan prompt
Teachers and LSP's have been trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.	✓			Staff have received training for the LA on how to teach children with a range of disabilities
All school staff and the governors have had the access to training on disability equality and inclusion.		✓		SIPS provide training on SEND and governors are encouraged to attend
We take advice to ensure our classrooms are optimally organised for disabled pupils.	✓			
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✓			Positive message posters are displayed around school.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum, i.e. all pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	✓			Ongoing with assistance from Inclusion Support, SLT, key stage leaders and SENCo
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✓			
Staff recognize and allow for the mental effort/additional time required by some disabled pupils, eg using lip reading, use of equipment in practical work.	✓			

When renewing computer hardware and software, machines and materials are chosen to support vocalizing, brailing, touch screen and switches.		✓		Communicate in Print is used to support children with ASD
Provision of laptops is considered for pupils.	✓			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✓			Thorough risk assessments are completed and evaluated on EVOLVE
The school links with other schools to share good practice.	✓			Termly visits to Westminster School are planned to learn more about SEND provision and arrangements and to share good practice
Staff seek to remove all barriers to learning and participation. When curriculum units are developed, the originators always ask if there could be a disability dimension.	✓			Planning and resources are adapted so that they accessible by all

Section 2 The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users.	✓			
Emergency and evacuation systems set up to inform all pupils including those with SEN.	✓			All pupils can access the fire exits and emergency evacuation routes
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned, i.e. pupils taking medication, pupils with limited toilet training.	✓			
Pathways of travel around the school site and parking are safe. Disabled parking spots are available.	✓			

There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	✓			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.	✓ ✓			Furniture and equipment is constantly being adjusted and updated Equipment is available in school for pupils with reduced hearing. Classrooms have been equipped with the correct equipment so that all pupils can access the curriculum
The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are considered to provide colour and tonal contrast for visually impaired pupils.	✓			Always looking to improve our use of simple language symbols throughout the school. Awareness of colour and how lay out of room could affect certain groups of children in different ways at the fore front of future building plans. We consider how information is presented in line with E&D Plan

Section 3 The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.	✓			We consider how information is presented in anticipation of any children who are joining our school in the near future including their needs in our reasonable adjustment plans.
Information is presented to groups in a way which is user friendly for people with disabilities, eg reading aloud, overhead projections and describing diagrams.	✓			As above
ICT facilities are used to produce written information in different formats.	✓			As above
Staff are familiar with technology and practices developed to assist people with disabilities. External		✓		Staff have received training for IEPs. Raised raise awareness and develop practice to support pupils

<p>agencies have raised staff awareness, i.e. VI (visual impairment), HI (hearing impairment), ASD (autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.</p>				<p>and parents with disabilities.</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.</p>	<p>✓</p>			

