

Accessibility plan

Partington Central Academy



Approved by:		Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	July 2022	

Partington Central Academy Accessibility Policy and Plan.

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

2. Vision and Values

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.

At Partington Central Academy, we believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We have high expectations of all pupils and aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school. We want school personnel to know the importance of the work they do and derive a sense of fulfilment from their work in school, but above all we want them to feel valued by everyone in the school community.

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 any available partnerships 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.

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.

3. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary to ensure it is reflective of the needs of our school community.

4. Links with other policies

This accessibility plan should be read in conjunction with the following policies and documents:

- Health and safety policy
- Behaviour Policy
- Equality objectives
- Special educational needs (SEN) information report
- Medical policy
- Teaching and Learning

Accessibility Audit 2020-21 – Completed June 2020

School organisation/procedures	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do school admission processes/inductions enable positive transitions/starts for children of all abilities.	Yes/No	Information from previous settings is often delayed/not provided. Time is required for information in relation to children's individual needs to be sought and shared with Teachers/support staff prior to starting.	To be discussed with SLT - Look at current process/documentation. -Plan induction/admission process.	To be discussed with SLT	
Are school visits accessible to 'all children' regardless of attainment/additional needs?	Yes	None	Continued risk assessments for individual pupils. Adaptations/adjustments made to remove individual barriers.	Ongoing monitoring.	NA
Are pupils grouped in a way that promotes inclusivity, diversity and progress?	Yes	None	Continued monitoring in all classes.	Children continue to be grouped in a range of ways for different subjects, including grouping by ability where appropriate. Children are given access to a variety of groups for learning including mixed ability groupings.	NA
Is there a homework policy in place and is work suitably differentiated/adapted for	Yes/No	Further differentiation required.	Discussion with SLT Update Homework policy	To be discussed	

'all pupils'?					
<p>Is the school's discipline and behavior policy reflective of children's individual needs? Can the policy be accessed easily by parents/carers?</p> <p>Do pupils understand behavioural expectations and systems?</p>	Yes	None	<p>Continued monitoring of behavior policy and systems.</p> <p>Policy available on school website. Expectations and systems shared with parents/carers and pupils in diaries, represented visually in classrooms and regularly referred to verbally.</p> <p>Individual systems in place for individuals where required.</p>	Continued monitoring	NA
<p>Are extra-curricular activities and clubs open to all pupils?</p>	Yes	None	<p>Clubs are open to all pupils. Risk assessments will be completed if needed.</p> <p>Plan in place to ensure pupils have equal access to clubs. Registers kept and monitored.</p>	NA	Yes
<p>School trips are accessible to all children.</p>	Yes	Risk assessments for individual pupils where required.	<p>Evolve risk assessment system in place.</p> <p>New Procedure for planning/requesting trips/educational visits.</p>	Completed	NA

Attitudes and awareness of staff.	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Does the school ensure that all teaching and support staff have the knowledge and training necessary to support pupils with additional needs/disabilities	Yes	Further training needed; Referral processes and procedures. Supporting children with ADHD. Supporting children with Dyslexia.	Ongoing training. Refresher training on procedures and processes for referrals to external agencies to be completed in Sept 2020 Training to be provided to staff in meeting the needs of/supporting learners with ADHD/Dyslexia to be planned for 2020/21	To be agreed with SLT	
Do staff recognise and plan for needs of all pupils, including those who may require additional time/resources to support their learning?	Yes/No	Staff require further training as listed above. Recognition of impact on 'cognitive load' would benefit from further training.	Training as above.	As above	
Are there high expectations of all pupils?	Yes	None	Lesson observations Learning walks	Ongoing	Ongoing
Do staff actively seek to identify and remove barriers to learning and participation?	Yes	None	As above	Ongoing	Ongoing
Do school policies reflect the needs of 'all learners'? Anti-bullying SEND Equality Objectives.	Yes	None	None	None	NA

Behaviour and discipline					
Are their opportunities to promote understanding and awareness of diversity and inclusion? Are their opportunities to celebrate the achievements of all children?	Yes	None	Continued assemblies/activities within school to celebrate the diversity of our school and community. Continued celebration assemblies/displays – celebrating the achievements of all children.	Ongoing	NA
Physical environment	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Is the school building accessible to all members of the school community?	Yes	None	Ongoing identification of individual needs. Monitoring of school environment.	Ongoing monitoring.	NA
Is the school building accessible to wheelchairs?	Yes	None	NA	NA	NA
Are playgrounds/outdoor spaces accessible for wheelchairs?	Yes	None	NA	NA	NA
Are classrooms and corridors accessible for wheelchairs?	Corridors – Yes Classrooms – where required.	None	NA	NA	NA
Are the dining area, hall, communal gathering areas accessible to all pupils?	Yes	None	Continued adaptations for individual pupils – specific seating/equipment.	NA	NA

Is Physical Education accessible for all pupils?	Yes	Continued risk assessment, adaptations and specialist resources provided for identified individuals – incorporating professions/medical advice where needed.	Ongoing collaboration with external support agencies; SENAS, Occupational Therapy, EP service, Paediatricians, School Nursing Team.	Ongoing	NA
Is there access to accessible toilets?	Yes	None	None	None	NA
Is there parking available for visitors with disabilities?	Yes	None	None	None	NA
Curriculum access	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do lessons provide opportunities for 'all children' to make progress and achieve?	Yes	Continued monitoring	Continued monitoring of differentiation within lessons, objectives and tasks – this may include the use of; differentiated materials/outcomes, scaffolding and support, additional/alternative resources, deployment of staff.	Ongoing	NA
Do lessons provide opportunities for children to work in a range of group structures? (individuals, pairs, small groups, whole class)	Yes	None	None	None	NA
Are all children able to access the full curriculum, including	Yes	None	None There is access to resources/adaptive	None	NA

music, ICT, PE.			technology to reduce barriers.		
Do we provide access to computer technology appropriate to support pupils with additional needs?	Yes	Ongoing monitoring of implementing prior training; - Computing course online – using technology to support inclusion. Clicker Training attended by ICT lead to be shared with staff.	Discuss with SLT	To be discussed	
Does the classroom environment and organisation support 'all learners' and promote independence?	Yes	Ongoing monitoring through; Learning walks Observations	Displays are consistent throughout the school in coverage of the curriculum, information to support children's learning across the curriculum.	None	NA
Are procedures in place for pupils who may need assessment and examination arrangements?	Yes	None	None	None	NA
Does transition processes support pupils to make a positive start in their next phase of education?	Yes	None	Continue; To complete transition paperwork and meetings for transition between Year Groups. Transition meetings and paperwork in place for children transferring to secondary. Meetings – formal/informal e.g. 'Meet	None	Ongoing

			the Teacher' to ensure parents/carers are aware of routines/curriculum and expectations.		
Information sharing	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do we provide information in simple language, symbols, large print, audio, braille etc. For those who have difficulties accessing standard forms of printed information?	Not at present – currently not required.	Consider ways of identifying, sensitively, if parents/carers require information to be provided in an alternate form/support with accessing standard forms of printed information.	Discus with SLT	To be discussed	
Does the school ensure that information is presented to groups/individuals in a way that is user friendly, easy to understand?	Yes	Continually review and monitor the way we share information with members of the school community.	Review with SLT	To be discussed.	
Has the school taken steps to ensure staff are familiar with technology and practices to assist/support pupils with additional needs?	Yes	Further training for all staff; Clicker – ICT leads have received training.	Ensure staff have completed computing course.	To be discussed	
Do school communication systems consider access for all?	Yes	None	None	None	NA
Is signage/information for pupils/staff and visitors adequate in terms of accessibility?	Yes	None	None	None	NA

Action plan 2020-21 – Aims and Objectives taken from Audit

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	Person responsible	Date to complete actions by	Success criteria
<p>To ensure ‘all pupils’ have access to a broad, balanced, relevant and differentiated curriculum.</p>	<p>Our school offers a broad and balanced curriculum for all pupils, differentiated to meet the needs of all pupils.</p> <p>We provide additional/alternative resources to ensure to enable all children to access and participate in the curriculum and wider school life, incorporating advice from other professionals where necessary.</p> <p>We have high expectations of all teaching staff to plan for and deliver high standard ‘Quality first Teaching’, differentiating and adapting their everyday practice to accommodate the needs of individuals/groups.</p>	<p>To ensure that teaching and learning across the curriculum reflect equal opportunities for all pupils.</p> <p>To Ensure that actions are taken to remove barriers to learning for individuals/groups of pupils.</p>	<p>Teaching and support staff will ensure that the needs of groups and individuals are identified in planning.</p> <p>Teachers and support staff will ensure that pupils with additional needs/disabilities access the resources/support/intervention they require to enable them to access the curriculum and make progress towards their individual targets.</p> <p>School staff will ensure any additional/alternative resources are available and in working order.</p> <p>SENCO/Teaching staff will access the needs of new pupils on entry and make arrangements for any necessary adaptations/adjustments to the environment/curriculum and/or support.</p>	<p>Head Teacher/SENCO/All Teaching and support staff.</p> <p>Teacher/SENCO/All Teaching and support staff.</p> <p>SENCO/Teaching Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils will be able to access a broad and balanced curriculum.</p> <p>All pupils will be able to access school facilities and extra-curricular opportunities.</p> <p>All pupils will make good progress from their individual starting points.</p> <p>Adjustments/alternative resources will be available to identified pupils.</p>

	<p>Additional support, in the form of internal/external intervention or additional adult support, is provided to pupils with additional needs and/or disabilities to enable them to access the curriculum and make good progress.</p> <p>Staff are provided with advice/support to adapt the environment, curriculum and resources by the SENCo and external Education and Health professionals where necessary.</p> <p>All children are monitored and assessed regularly and targets are set in line with their current abilities.</p>		<p>SENCO will refer children for further assessment if they are having difficulties accessing the curriculum/environment.</p> <p>SENCO/External services will provide support/advice and training to ensure teachers and support staff can adapt the environment/curriculum to meet the needs of all pupils.</p>	SENCO	Ongoing	Pupils experiencing difficulties accessing the curriculum or environment will be assessed by a range of professionals, where necessary and adaptations made to overcome these barriers.
To ensure that school admission processes/inductions enable positive transitions/starts for children of all abilities.	<p>Forms and procedures are in place to request information prior to admission.</p> <p>Visits to the school prior to applying for a place are encouraged and facilitated by school staff.</p> <p>Good transition processes in place between year groups and for Y6 leavers.</p>	<p>To ensure that our induction procedures ensure time for teachers/staff to adequately prepare to meet pupils needs, ensure a positive start.</p> <p>To ensure information from previous settings or parents/carers is communicated to all staff working with pupil.</p>	<p>Review application/induction procedures and information with SLT.</p> <p>Adapt/add to forms to ensure school have all necessary information – use SIMS categories as starting point.</p> <p>Create system to ensure information is collected from previous settings.</p>	Head Teacher/SLT/Admin Team/Teaching and support staff.	Jan 2021	<p>Teaching and support staff will be well-informed of the needs of children prior to starting and will plan for successful transition.</p> <p>School will have thorough information in regards to pupils previous educational history, health needs and any additional needs.</p>

			Make sure information is recorded correctly on SIMS			
To ensure homework set is accessible to pupils.	Homework is regularly set by class teachers. Work set is linked to the acquisition of basic skills and linked to learning in school. Homework is marked by teachers.	To ensure children are given homework that reflects their ability and needs.	Update homework policy and guidance for staff. Ensure Teachers are providing adequate differentiation for pupils with additional needs.	Head Teacher/SLT/Teaching and support staff.	Jan 2021	All children will receive homework that is suitable for their ability and needs. Homework will promote further learning, linked to current classroom learning or focused on acquisition of specific knowledge and skills. Homework policy updated.
To ensure all staff recognise and plan for the needs of 'all children', including those who have additional needs.	Teachers and support staff are able to identify barriers to learning and plan to meet the needs of the children in their class. Teachers plan for individuals/small groups and deploy additional support appropriately within the class to support the learning of all pupils.	To further teacher/TA knowledge and understanding of how to support children with specific difficulties/additional needs, specifically; - ADHD - Dyslexia	Further training for ADHD/Dyslexia to be arranged. Recap of procedures for further assessment and referrals to external agencies to be completed by SENCO, in addition to simple guides for teaching staff.	SENCO/Head Teacher	March 2021	Teacher/TA knowledge and understanding of the barriers to education and learning faced by learners with specific difficulties will improve. Teachers and TAs will understand the needs of these learners and be better able to support them/know when to seek further advice/support.

<p>To ensure staff are familiar with and use technology and practices to assist/support pupils with additional needs.</p>	<p>Teachers use technology within the classroom to further children's learning.</p> <p>Staff use technology to support children's access to the curriculum.</p>	<p>Teaching staff/TAs are not always confident/proactive in identifying existing technologies within school that could support or further children's learning.</p> <p>Some resources – windows/clicker are underutilized.</p>	<p>Training from ICT leads/SENCO for supporting children's learning.</p> <p>Ensuring Teachers/support staff completed computing course provided by KH.</p> <p>Monitoring to ensure technologies for inclusion are being utilised throughout the school to support learning.</p>	<p>SENCO/Head of Schools/ ICT leads.</p>	<p>March 2021</p>	
<p>To ensure the physical environment of the school promotes access for all.</p>	<p>Our school environment is reflective of the needs of our pupils. The environment is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Hand rails/handles where necessary. • Disabled parking bays • Disabled toilet/s • Resources and shelving at accessible height. • Adjustments made to seating/classroom 	<p>To enable all pupils/parents/carers/staff to access the school building and facilities.</p> <p>To enable all pupils to access resources to support their learning.</p> <p>Plan steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.</p>	<p>Adaptations to the environment/curriculum will be made in line with the needs of our pupils and school community.</p> <p>Access issues within school will be identified and planned for within our School Development Planning.</p>	<p>Head Teacher/SENCO/Estate s Team</p>	<p>Ongoing</p>	<p>All members of the school community will be able to access the school building and facilities safely and with ease.</p>

	<p>m layout.</p> <ul style="list-style-type: none"> • Additional support/supervision for children with physical disabilities. • Access to intimate care where required. • Lighting • Access to a range of physical aids and adaptations where required. 	<p>To create a safe stimulating environment free from lighting that may increase visual stress.</p>	<p>Lighting to be maintained and monitored.</p>	<p>Head Teacher/Dean Trust Estates Team</p>	<p>Ongoing</p>	<p>Lighting across the school will be reviewed changes made where required</p>
<p>To ensure clear communication with members of our school community.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Multi-sensory teaching methods. • Visual timetable/Illustrated timetables and vocabulary sheets. 	<p>To enable all pupils/members of the school community to access information.</p> <p>To make every effort to ensure that communications between home and school are accessible to all members of our school community, including those with additional needs, visual or hearing impairment, and for pupils and families for whom English is not their</p>	<p>School staff will adapt the delivery of information to reflect the needs of groups/individuals.</p> <p>Planning will reflect the needs of individual pupils/groups.</p> <p>Teachers will plan and adapt their delivery of information to reflect the needs of pupils within their classes.</p> <p>Where required, the school may access translation services.</p> <p>Information will be shared with families verbally and in writing.</p>	<p>Head Teacher/SLT/SENCO/All Teaching and support staff.</p>	<p>Ongoing</p>	<p>All members of the school community will be able to access information in a medium suitable to their needs/abilities.</p>

	<ul style="list-style-type: none"> • Readers (where appropriate). • Adaptations to Interactive TV/Whiteboards/texts to alleviate visual stress. • Where appropriate offer access to translators. 	first language.	<p>School may seek the advice from special support services for children/families with additional needs, disabilities or EAL.</p> <p>Consider ways of identifying, sensitively, if parents/carers require information to be provided in an alternate form/support with accessing standard forms of printed information.</p> <p>Continually review and monitor the way we share information with members of the school community.</p>			
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Written BY:

S. Layton

(SENDSCO)

Sept 2020

Review Date: Sept 2022

Signed:

A. Edwards

(Executive Headteacher)

Sept 2020



