



Leamington Hastings Church of England Academy

ACCESSIBILITY PLAN Updated March 2023

Plant, Grow, Flourish



Introduction

This plan sets out the proposals of the Academy Governance Committee of the school to increase access to education by:

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery of information which is provided in writing for those who are disabled;
- Not treating disabled pupils less favourably for a reason related to their disability;
- Making reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- Planning to increase access to the curriculum for disabled pupils.

Accessibility Plan

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time; the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

This plan has been created following the completion of an accessibility audit.

Rationale

Leamington Hastings C of E Academy has a duty to ensure that:

- Disabled pupils are able to fully participate in the school curriculum;



- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services.
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs.

We understand that a disabled pupil or staff member can be discriminated against in two ways:

- By less favourable treatment;
- By the school failing to make any reasonable adjustments.

Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a substantial disadvantage or treated unfavourably compared to non-disabled pupils or staff.

As such we have adopted this plan to ensure that Leamington Hastings C of E Academy:

- Makes every child, staff member and visitor feel welcome;
- Values all pupils and staff members equally;
- Has high expectations of all pupils;
- Takes every possible step to remove barriers to learning and participation.

At Leamington Hastings C of E Academy, we are committed to:

- providing an inclusive curriculum for all children, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.



We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame as we become aware of this need in the school community.
- The school and Governors remain committed to addressing any accessibility issues which arise, either through new legislation or the arrival at the school of children or adults with particular needs.

Below is the current Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis, or sooner if necessary, by the SENCo and SEND Governor. The SEND Governor will report to the full Local Governing Body.

- The Action Plan for physical accessibility relates to the access audit of the school, which is undertaken by the school annually. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited annually in order to inform the development of the new Plan for the following period.
- The Action Plan for curriculum accessibility related to the access audit of the school which is undertaken by the school annually.



- A copy of the latest accessibility audit is available upon request.
- The school will work in partnership with the Multi Academy Trust and the Local Authority.

Over recent years, the policy has enabled the following provision to be improved in school:

- An increased communication friendly environment for particular individuals throughout the school, using Aided Language Displays to support children with communication and language difficulties
- An increase to the provision for children experiencing sensory difficulties (purchase of equipment, staff training, a designated quiet area)
- Support provided to children with English as an Additional Language through visual and targeted support
- Alteration to the main school layout so that the school office can be accessed without the need to encounter steps
- Increased technology use to support identified children through the use of iPads, the purchase of Clicker Software and staff training in Communication In Print
- Employment of additional adults to support the needs of identified children
- Staff training relating to ASD and Sensory Processing difficulties to address the needs of identified children
- Staff training in emotion coaching and restorative practice which is fully embedded throughout the school
- Improved lighting in the outdoor area



Possible Accessibility Issue	Situation at present/ <i>Action</i>	Timescale	Person(s) Involved	Success Criteria	Monitoring
Access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - All teachers differentiate their curriculum within their planning, to meet the needs of all children in the classroom. - Resources are used to support children, tailored to their individual needs e.g. Communicate in Print, Aided Language Displays, specific sensory resources or coloured overlays - Curriculum progress is tracked for all individuals, including those with a disability - Children are set appropriate individual targets, including individuals with disabilities 	<p>Weekly planning</p> <p>Termly gap analysis meetings</p>	<p>All class teachers</p> <p>Head of School / SENCo and class teachers</p>	<ul style="list-style-type: none"> - Children will be able to access the curriculum - Identified children will make at least good progress from their own individual starting points 	To be monitored as part of monitoring schedule
Access to the wider curriculum	<ul style="list-style-type: none"> - All children in school take part in trips and visits, with school paying for additional TA support to support identified children - Children throughout school take part in extra curricular clubs, although this needs to be monitored to ensure all groups are accessing this equally - Provide an additional TA at lunchtime to ensure children with disabilities can access lunchtime games and activities 	<p>Various clubs weekly</p> <p>As trips and visits are planned</p>	Head of School / SENCo and class teachers	<ul style="list-style-type: none"> - All children throughout school take part in trips and visits - All children throughout school take part in extra curricular clubs 	Over the academic year, monitor how children with disabilities take part in extra curricular clubs
Access to the physical environment	<ul style="list-style-type: none"> - Classroom resources are all at a height that would be accessible from a wheelchair - Library area is at a height that would be accessible from a wheelchair - All doors throughout school are wide and would be able to be passed through with a wheelchair. - Although there are internal steps, use of external doors and the outside area would mean that all 	Playground resurfacing to ensure a slip free surface planned.	Head of School / SENCo	- All children, staff and parents can access all areas of the school site	Continue to monitor to ensure the needs of the children are met



	<p>internal areas of the school and the main school playground could be accessed without steps and avoiding the one narrow corridor area.</p> <ul style="list-style-type: none"> - Parking for all in the Parish Car park, with those who have an identified need able to park in the staff car park - All areas around school are lit during the dark, enabling all to move around the site safely - There are handrails fitted to steps and ramps throughout school 				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in progress.	Termly pupil progress reviews	Head of School / SENCo / Class teachers	- Identified children will make at least good progress from their own individual starting points	Continue to monitor termly
Meeting the needs of pupils with identified special needs	<p>Termly individual action plans are written to support children</p> <p>Access to additional support from outside agencies with advice from professionals taken on board</p> <p>Staff training is arranged to meet the needs of individuals in school e.g. autism and sensory processing difficulties.</p> <p>Makaton training for all staff in 2021.</p>	I.E.Ps are reviewed and updated termly Tracking pupils to identify pupils for learning centre support termly EHCP annual reviews take place.	Head of School / SENCo / Class teachers	- Children on the special needs register access the curriculum and have their needs met through targeted support and intervention	SENDCo to monitor I.E.Ps / EHCPs and provision, including support from external agencies.
Pupils with English as a second language	<p>Pupils with English as a second language receive differentiated support as appropriate.</p> <p>Assessments from the LA may be used for children who are new to the country and English language.</p> <p>Visual support to aid understanding.</p>	Children's progress and attainment is tracked termly	Head of School / SENCo / Class teachers	- Children with English as an additional language receive appropriate support to enable them to access	



				all aspects of the curriculum	
Is communication in place to meet the needs of all its community?					
Presentation of information	<p>All children in school have access to visual timetables, with identified children having their own timetables through strategies such as now and next boards.</p> <p>Newsletters for parents are produced electronically and also on paper on request.</p> <p>Aided language displays are in use throughout the school.</p> <p>Visual prompts for different areas are in place throughout the school and have recently been refreshed.</p> <p>All parents within the school community are able to read the school newsletter provided in English. The use of Google Translate will be used in the case of a new family joining the school who cannot access written English.</p>	Daily basis as required	Office staff Class teachers	<p>-children understand their daily timetable</p> <p>-parents kept up to date and able to access school communication</p>	
Impact analysis	- As policies are renewed, ensure they take account of the needs of children with disabilities.	Ongoing as policies are renewed	Head of School / SENCo	- all policies will take account of the needs of children with disabilities	
Attitudes to disabilities	<p>- Use the PSHE curriculum and antibullying day to promote positive attitudes towards disabilities, understanding that everyone is unique</p> <p>- Promote differences as part of collective worship</p>	Weekly planning	<p>All class teachers</p> <p>Head of School / SENCo and class teachers</p>	<p>- Children are tolerant and have an understanding that all are unique</p> <p>- There is no evidence of bullying behaviour in school, with any unkind behaviour dealt with fairly and swiftly</p>	

