

Smith's Wood Primary Academy



Accessibility Policy

Reviewed:	September 2021
By:	V Hudson
Approved on:	
Signed on behalf of Governing Body:	
Role:	
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1. Aims

The explicit aims of our school are:

1. To create a safe, secure orderly and accessible learning environment
2. Deliver exciting, purposeful learning and teaching opportunities, both inside, outside and beyond the classroom, through a vibrant curriculum
3. Set clear and consistent expectations for behaviour, centred around mutual respect
4. Develop independence and self-respect amongst our children
5. Create a bright, stimulating, interactive place to learn
6. Develop positive links and communication between home, governors and the wider community to support children's learning
7. Provide an inclusive environment in which all children can succeed

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

At Smith's Wood Primary Academy, our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all pupils and staff regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Smith's Wood Primary Academy fully supports Solihull's Policy for Special Educational Needs and Inclusion. *The Specialist* Inclusion Support Service (S.I.S.S.) offers multi-disciplinary support for children and young people (0-25 years) with a range of special educational needs and disabilities (SEND).

S.I.S.S. works closely with all Solihull's maintained schools and nurseries and it forms part of the Education and Children's Services Directorate's arrangements for supporting pupils with special educational needs. The Service offers support in the home and in Early Years settings. As a school we subscribe to their core values and mission statement:

'The Specialist Inclusion Support Service exists to enable children and young people with additional needs to feel included in their school or educational setting and to achieve their full potential, thus empowering them to participate in the wider community and to make a positive contribution to society.'

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.

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

3. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a highly differentiated curriculum for all pupils through activities, delivery and outcome e.g. simplified language.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked closely for all pupils, including those with a disability.</p> <p>Pupils with a disability have an individual pupil profile outlining strategies and resources specific to their area of need that will be provided for them</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Range of high interest/ low reading age books</p> <p>Visual timetables</p>	<p>To ensure participation in all areas of curriculum and extra-curricular activities is not hindered because of a disability.</p> <p>To ensure staff are able to best support all children in their care.</p> <p>To ensure that children with disabilities have the opportunity to develop independence and avoid over-reliance on adult support.</p>	<p>To ensure all out-of-school activities are planned to ensure participation of all pupils.</p> <p>Monitor access disabled children are having to extra-curricular opportunities</p> <p>Review of classrooms to check that organisation and resourcing promotes participation and independence of all children.</p> <p>Visual timetables introduced to support children with ASD or anxiety.</p> <p>Monitor adult support of children with disabilities in terms of curriculum access and ensure that support is adequate and appropriate but not developing an unnecessary over-reliance on adult support.</p>	<p>PE and Extra Curricular Provision Coordinator</p> <p>SENDCo</p> <p>Pastoral Team</p> <p>SLT</p> <p>Outdoor Learning Coordinator</p>

	<p>Illustrated/ACE dictionaries</p> <p>Access to ICT – ipads, computers, voice recording software</p> <p>Dyslexia friendly approaches, coloured backgrounds on interactive whiteboards etc.</p> <p>Structured school and class routines</p> <p>Creative Arts Therapy</p> <p>Play Therapy</p> <p>Forest School</p> <p>Inclusive clubs after school, for example, athletics, yoga and art</p> <p>Inclusive inter-school sports competitions</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Hearing loop system • Bizzy Booths in each year 	<p>To ensure that all areas of school site are accessible for all members of the school community.</p>	<p>Review of the school environment to ensure accessibility for all pupils regardless of their disability.</p> <p>Make simple adaptations to the environment to ensure accessibility.</p> <p>Develop long term actions in terms of school refurbishment to ensure all areas are made as accessible as possible.</p>	<p>Principal SLT SENDCo</p>

	<p>group (individual sensory workstations)</p> <ul style="list-style-type: none"> • Flashing fire alarms 			
<p>Improve the delivery of information to pupils and other members of the school community 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 • Induction loops • Use of Makaton • In house Speech and Language Therapist to support children with speech, language and communication needs and to train staff • Visual timetables • Exercise books with coloured pages • Support from the SISS hearing impairment, visual impairment and physical disability teams • On site sensory garden and indoor sensory room 	<p>To ensure that communication sent home takes into account any disabilities of parents or carers.</p>	<p>Parents able to request letters in larger print or on coloured paper if this is required. Parents given support when appropriate to fill in forms etc.</p>	<p>SLT SENDCo Child and Family Support Worker Outdoor Learning Coordinator</p>

4. 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 Governing Body

5. Links with other policies

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

- Risk assessment policy
- 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

