



Accessibility Strategy and Plan

Accessibility Strategy including Accessibility Plan

2020-2023

1. Introduction and Background

In working for excellence for all children the academy is committed to working in partnership with the Local Education Authority, in order to prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with SEND are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the academy do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

The academy believes that it is unacceptable to treat a person with a disability less favourably, for any available reason relating to the disability.

This policy takes into account the legislation governing the academy's responsibilities as set out in the Equality Policy and Objectives, SEND policy and is written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010.

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

2. Southwater Infant Academy's Accessibility Strategy

The Law requires Local Education Authorities to produce an Accessibility Strategy, setting out how it will support its schools to improve their accessibility for pupils with SEND in the three main areas (strands).

Equally all schools are required to prepare their own accessibility plans to cover the same three year timescale.

The Southwater Infant Academy's planning for these activities will become part of its developmental planning process. The elements are an integral part of existing plans for equal opportunities; premises development; behaviour management; anti-bullying strategies; special educational needs and so on.

As part of the developmental planning process the academy has already made reasonable adjustment in that it has:

- a trained SEND co-ordinator
- a SEND Trustee
- has SEND trained Learning Support Assistants
- access to Local Education Authority's support
- easily shared information from prospective parents of children with disabilities
- An Accessibility Action Plan

3. Improving accessibility for children who have SEND

Strand 1: Access to the curriculum

The academy will seek to:

- Ensure that its policies reflect the requirements of the Children and Families Act 2014 and SEND reforms September 2014
- Promote the development and extension of effective inclusive education practice in the academy in the context of the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance.
- Improve the ability of the academy to respond positively to children and young people with a range of SEND.

Strand 2: Access to the physical environment

The academy will seek to:

- Identify and plan for specific and reasonable physical adjustments which are required to meet the needs of pupils with SEND, including works identified in the Academy Improvement Plan or that identified with parents when a placement is agreed for a child with SEND and which would require building modifications in order to become sufficiently accessible.

Strand 3: Access to written information

The Academy will seek to:

- Provide information and support to Staff, through the services of the Local Education Authority, on ICT and other resources for converting written information to alternative formats for children who have SEND.

4. Updating the plan

The academy will also seek and follow the advice of the services such as other schools, the LEA, the Government and independent bodies to achieve best practice. The Board of Trustees will review this Strategy on an annual basis in conjunction with the Equality Policy and Objectives.

Accessibility Action Plan

Appendix 1. Action plan for Strand 1: Access to the curriculum

Southwater Infant Academy ensures that all teachers and Learning Support Assistants are trained to teach and support pupils with SEND. Classroom layout takes into account any specific problems and lessons are organised to promote equal opportunities for all to learn and achieve.

Teachers are aware of possible mental effort and additional time required by some pupils to complete tasks or use equipment in practical work.

Our mobile laptop computers allow appropriate access for pupils with SEND and can be moved around the academy to solve a variety of problems.

Lessons involve work to be done individually, in pairs, groups and by the whole class. All staff aim to provide alternative ways of giving access to experience or understanding for SEND pupils who require additional help.

Academy visits are made accessible to all pupils.

Action	Strategy	Outcome	Goal
Develop knowledge and skills in staff working with SEND children.	Provide training for teachers and LSA's to enable better support for SEND children.	Staff will be more skilled in adapting the curriculum to ensure the needs of all SEND children are met. Staff will better understand how to support SEND children within the class.	Improved access to the curriculum for SEND children.

Appendix 2. Action plan for Strand 2: Access to the physical environment

Most areas of the main academy building allow access to all pupils. Southwater Infants has mobile classrooms which are currently inaccessible to wheelchair users, however these are currently being replaced with new units. The new mobile classrooms have ramp access to the doors, and each double unit has a modified toilet with emergency pull cord. There is a modified toilet in the main building.

The main building has no steps and there is adequate room in all corridors for wheelchair access. There are no automatic doors but in the event of a pupil who uses a wheelchair on a long term basis joining Southwater Infants, the academy would operate a buddy system when moving around the building. Consideration would be given to further modifications e.g. automatic door opening.

Pathways of travel around the academy site are safe and logical and two disabled parking spaces for disabled pupils or parents are available.

There is a system in place for emergency evacuation with all disabled pupils being assigned an individual member of staff to ensure their safety. In the event of staff absence there is a back up system in place.

There are no non-visual guides in place at the moment, but adjustments could be made and we would seek guidance where necessary. All areas are well lit and all steps taken to reduce background noise for hearing impaired pupils.

Appendix 3. Action plan for Strand 3: Access to written information

The academy endeavours to provide information in a suitable format for pupils and parents who may experience difficulty with standard forms of printed information. We provide visual timetables in class and can provide information in large print and translation where necessary.

The ICT facilities allow the academy to produce written information in a variety of formats, and staff are familiar with current technology and practices regarding pupils with SEND.

- Behaviour Policy
- Learning & Assessment Policy
- Revised Curriculum documents
- Equality Policy and Objectives
- Health and Safety Policy
- Academy Improvement Plan
- SEND Policy