

Accessibility Plan

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	Jamie Stevenson (Inclusion Manager)	LAC (Pending Approval)	Autumn 2021
Next Review			Autumn 2022

Related policies: Admissions Policy, SEND Policy, Equality Statement, Equality Policy, Managing Medical Conditions

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Rationale

At Paxton Academy Sports and Science we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where at all possible, we will take reasonable steps to ensure that stakeholders are not placed at a substantial disadvantage due to disability. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, paragraph 3, relating to Disability, of the Equality Act 2010 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools, England) Regulations, 2005. LAC is accountable for ensuring the implementation, review and reporting on progress over a prescribed period of time.

Paxton Academy Sports and Science plans, over time, to ensure continuing and improved accessibility of provision for all pupils, staff, parents/carers and visitors to the school.

Definition of Disability

“A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”. *The Equality Act 2010*

The Accessibility Plan will address:

- Improving access to the physical environment of the school, adding further specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education, as well as changes to the physical environment which will increase access for staff, parents/carers and visitors to the school
- Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as every other pupil. 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
- Improving and making reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, text books and sources of information about the school and school events. This information should be made available in preferred formats within a reasonable time frame

Our Accessibility Plan is published on our school website and copies will be made available to parents/carers on request.

Contextual Information

Paxton Academy is located in a recently built 4-story building, located on London Road. The playground is located on the roof with two additional spaces available, a multi-use games area and outside learning space for EYFS. The school has capacity to accommodate three classes for reception to year 6.

Current Range of Known Disabilities

Paxton Academy has pupils with a range of disabilities including visual impairment, hearing impairment, Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, Speech and Language difficulties, moderate and specific learning difficulties and other medical and physical difficulties. When children enter school with specific disabilities, the school liaises with relevant external professionals, for example, Speech and Language therapists, School Nurse, Occupational Therapists etc.

Improving Curriculum Access at Paxton Academy Sports and Science

Target	Strategy	Outcome	Responsibility	Timescale	Achievement
Audit of pupil needs	Review the specific needs for pupils living with a disability. Consider daily living requirements, relationships and aspirations.	Teachers are aware potential barriers to learning and can ensure that this group has equality of access to life-preparation learning. The use of external professional specialists has been made available and strategies are implemented across the school.	Inclusion Manager	October 2021 Ongoing	Increase in access to all school activities for all disabled pupils.
Increase confidence of staff in making appropriate changes to the curriculum	Audit/be aware of staff training needs on curriculum access. Assign particular CPD training where necessary.	All teachers are able to more fully meet the requirements of pupils with a disability to access the curriculum.	Inclusion Manager	October 2021 Ongoing	Greater rates of academic progress and higher achievement levels. Gaps in achievement diminished between SEND/Non-SEND.
Ensure all staff are familiar with pupils who require additional arrangement to be made in accessing the curriculum.	Efficient handover of information between class teachers at the end of the academic year for the on-coming one. Inclusion Manager to share information on September inset with whole school.	All relevant staff are aware of individual pupil's needs.	Inclusion Manager	September 2021. Ongoing	Improved emotional well-being as pupil's needs are met. Greater rates of academic progress and higher achievement levels.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture to support the learning process on an individual class basis e.g. tables placed in a particular position for a pupil with a visual impairment, based on specialist advice. Plan the organisation of resources and visual aids considering individual needs.	Lessons start on time without the need to make adjustments. Teachers are confident all pupils are able to access resources and the curriculum.	Inclusion Manager	October 2021. Ongoing	Increase in access to the curriculum and greater confidence and independence in pupils engaging with learning activities.

Use of IT to support learning.	Ensure appropriate software is purchased and installed where needed for pupils with specific learning needs.	Individual disabled pupils regularly use appropriate IT for their needs in the classroom and wider school.	IT Technician Inclusion Manager	October 2021. Ongoing	Increase in access to the curriculum.
All out-of-school activities are planned to ensure, where reasonable, the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements. Risk assessments in place for external providers.	Senior Leadership Team Inclusion Manager	October 2021. Ongoing	Increase in access to all school activities for all disabled pupils.
Ensure PE curriculum is accessible to all pupils	Gather information on accessible PE and disability sports. Re-deployment of current staff to support pupils when needed.	All pupils will have the opportunity to engage in the PE curriculum.	Class Teachers Teaching Assistants Inclusion Manager	October 2021. Ongoing	Higher levels of overall fitness, confidence, cooperation and emotional well-being
Volunteers are aware of the disability needs of particular pupils.	Volunteers meet with the Inclusion Manager/Senior Leadership Team before commencing work with a particular pupil. The needs of pupils in the class are discussed and the appropriate strategies to support them.	All volunteers are confident in supporting the needs of pupils they work with.	Inclusion Manager Senior Leadership Team	Area to be developed Autumn 2021.	Successful partnership with volunteers, for example in reading – progress made by individual children

Improving the Delivery of Written Information at Paxton Academy Sports and Science

Target	Strategy	Outcome	Responsibility	Timescale	Achievement
To make available school brochures, letters and other information for parents/carers in alternative formats when requested.	Review all current publications and promote the availability of different formats e.g. change in font, colour of writing of colour of paper printed on.	All policies and information provided by the school e.g. newsletters will be available for parents and carers.	Senior Leadership Team Business Manager Inclusion Manager	October 2021 Ongoing	Parents, carers and visitors to the school are able to be kept informed.
To make written information to visually impaired pupils available in different formats i.e. large print, symbols, different colours, braille	The school will make itself aware of services available for converting written information into alternative formats. Class teachers will adapt formats as necessary.	Pupils will be able to access written information in different formats	Teaching staff Inclusion Manager	October 2021 Ongoing	Delivery of information to visually impaired pupils is improved.
To ensure that all SEND information e.g. annual review paperwork, individual education plans, SEND support plans are accessible for the pupil, parent/carers and any other professionals involved.	Paperwork will be adapted to meet the needs of the individual to ensure that they are able to access and engage with it.	Pupils will understand the targets they are working on. Pupils and parents/carers will have an enhanced understanding of review proceedings, targets and outcomes.	Inclusion Manager	October 2021 Ongoing	More effective and purposeful reviews with improved communication and understanding.

Improving Access to the Physical Environment of Paxton Academy

Item	Activity	Timescale
Signage	Appropriate signs for the visually-impaired e.g. braille, larger font etc.	Currently in place. To be review throughout the academic year.
Door handles	Ensure door handles contrast in colour with main body of door.	Currently in place.
Step edges	Yellow strip on all outer school step edges.	Currently in place. To be maintained when needed.
Fire alarm	Audio-visual fire alarm fitted throughout school – flashing light.	Currently in place
Evacuation routes	Ensure all disabled pupils can be evacuated safely. Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties.	No pupils with a physical disability on roll that enables them to leave the building.
Key pads	Check height of key pads for wheelchair users Key pad at wheelchair user height at the front of the school / main office area	Currently not in place to ensure security of the site. To be review at the new site
Inclusive discussion regarding access to all areas of the school	Invite comments and suggestions specifically from parents/ carers with disabilities when their child joins the school regarding their own needs in accessing the school premises. Invite feedback from visitors to the school	To be added to Summer 2020 to Parent Questionnaire.
Lifts	Key controlled lift installed to enable wheelchair access to all areas of the building.	Not applicable due to temporary nature of the site. To be review at the new site
Ramps	Installed in car park to ensure staff and visitors can access the building.	Currently in place.