



Accessibility Policy and Plan 2019-22

Legislative Context

This plan is constructed in compliance with advice provided in Accessible Schools: Summary Guidance June 2002 Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Our School Mission

Through our GROW ethos, values and curriculum we celebrate each and every child's unique nature and talents, working together so that all achieve success. We pride ourselves on forming strong relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included, supported and valued in all aspects of school life.

Purpose

This plan should also be seen in relation to the following school documents:

- Equality Objectives
- SEND Policy
- SEND Report
- Supporting pupils in school with medical conditions policy and procedures.

The plan covers the following three key areas:

- Access to the school environment- improving the physical environment of the academy for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the academy.
- Access to the curriculum- increasing the extent to which disabled pupils can access the curriculum.
- Access to information- improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

The plan outlines short – medium- long term targets covering the period 2019 to 2022. A series of actions have been proposed to improve access, with clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

The plan will be reviewed annually.



Improving the physical environment:					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short – term	To ensure classrooms are appropriately furnished for Reception and Y3 pupils	To research appropriate furniture for FS2 /Y3 students. To select and purchase furniture. To position furniture in classroom.	Classroom furniture and layout suitable for needs of all pupils.	September 2019	Classrooms furnished and ready for use for opening in September 2019
Medium term	To ensure classrooms are appropriately furnished for Y1 pupils	To research appropriate furniture for Y1 students. To select and purchase furniture. To position furniture in classroom.	Classroom furniture and layout suitable for needs of all pupils.	September 2020	
Medium – term	To provide a library area	Research library models. Attain 3 quotes for suitable library model and select as appropriate. Commission library to be built. Plan an opening ceremony for new library.	New inviting, comfortable library area in place for children to enjoy reading books/perform poems, etc.	Spring 2020	Installation started December 2019
Long – term	To provide suitable outdoor play area for physical play	Research outdoor play areas. Attain 3 quotes for outdoor play area and select as appropriate. Commission outdoor area to be built. Plan a celebration for the opening of outdoor area.	Children to enjoy play area, working individually and in teams, providing fun and challenge.	Summer 2020	Provider identified and design agreed Spring 2020



Improving the delivery of information					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short – term	To ensure all parent/teacher annual meetings are inclusive discussions to access all information	Ask parents for preferred methods of communication	Staff aware of preferences for communication School website to be accessible for all	Ongoing from September 2019	Parents viewed through forum meetings
Medium – term	To undertake a full review of all methods of communication to parents, pupils and other agencies. To include letters, social networking and website, to ensure pupils with disability are not disadvantaged.	Look at ensuring corporate approach – eliminating any access issues. Survey the needs of parents/carers to ensure we cater for all.	Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies. Feedback from those in receipt of communication	From Summer 2020	
	To ensure key signage around school is in other languages & accessible formats	Range of areas/signs in different languages appropriate to the needs of parents and pupils	All people feel valued around school	Ongoing from September 2019	



Improving access to the curriculum					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short – term	To liaise with local nursery providers to review future cohorts	To identify pupils who may need additional or different provision	Correct provision will be in place for all	Ready for September 2019	Contacts made with local nurseries, successful transition for EYFS pupils
Short – term	To ensure all school trips and visits are accessible for children with SEND	Ensure venues and transport is vetted for individual needs	All children are able to access range of out of classroom learning	Ongoing from September 2019	Trips accessed by all
Medium – term	To ensure support staff have specific training on SEND issues	Identify needs of children and training requirements	Raised confidence and competence of support staff	Ongoing from July 2019	Appropriate provision in place for pupils with SEND
Long – term	To ensure we have a curriculum model to facilitate increased access by all pupils in order to not disadvantage any pupil with disability	Complete staff Audit to identify multi-skilled staff.	A fully appropriate curriculum accessible to all – with high quality progress and outcomes. Attendance at or over 97%.	Ongoing from July 2019	Attendance average 98% 2019-20



Identifying Barrier to Access: A Checklist (DfE's Guidance: Accessible Schools)

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

	YES / NO
• Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Yes (ongoing)
• Are your classrooms optimally organised for disabled students?	Yes
• Do lessons provide opportunities for all students to achieve?	Yes
• Are lessons responsive to student diversity?	Yes
• Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes
• Are all students encouraged to take part in music, drama and physical activities?	Yes
• Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Yes
• Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Yes
• Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes
• Do you provide access to computer technology appropriate for students with disabilities?	Yes
• Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Yes
• Are there high expectations of all students?	Yes
• Do staff seek to remove all barriers to learning and participation?	Yes



Section 2: Is your school designed to meet the needs of all students?

	YES / NO
<ul style="list-style-type: none">Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?	Yes
<ul style="list-style-type: none">Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes
<ul style="list-style-type: none">Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes
<ul style="list-style-type: none">Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	Yes
<ul style="list-style-type: none">Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Yes
<ul style="list-style-type: none">Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	No
<ul style="list-style-type: none">Are areas to which students should have access well lit?	Yes
<ul style="list-style-type: none">Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	n/a
<ul style="list-style-type: none">Is furniture and equipment selected, adjusted and located appropriately?	Yes

Section 3: How does your school deliver materials in other formats?

	YES / NO
<ul style="list-style-type: none">Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Yes (if required/requested)
<ul style="list-style-type: none">Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes
<ul style="list-style-type: none">Do you have the facilities such as ICT to produce written information in different formats?	Yes



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