

Person responsible for the Policy	Headteacher
Date last reviewed	May 2022
Review Date	May 2023
Is this Policy to appear on the school website	Yes

# Churchill Park Academy

## Accessibility Plan

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum

2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Churchill Park Academy strives to allow each pupil to reach their potential, despite any challenge they may face.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including.

## 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 2010a. 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.

## 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	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria

<p>Increase access to the curriculum for pupils with a disability</p>	<p>At the core of each child's education are the outcomes on their EHCP. Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of pupils who require support to access the curriculum. We have sound field systems in all classrooms and use total communication methods such as BSL, Signalong and Makaton. Curriculum resources include examples of people with disabilities. Targets are set effectively and are appropriate for pupils with additional needs. Students learn in the pathways that suit their learning needs most; pre-formal,</p>	<p>Ensure a personalized learning approach and pupils specific goals are set linked to long term EHCP targets. Staff meetings include opportunities to learn GBL key words.</p> <p>Staff are trained to use Communicate in Print (Widgit)</p> <p>Staff are trained in moving and handling</p> <p>Staff are given a school mentors to support them with understanding access needs</p> <p>Child specific training: personal care, eye gaze, intervener training</p>	<p>Total communication training arranged regularly throughout the year</p> <p>SALT annual training</p> <p>Physio's to train staff on moving and handling annually</p> <p>OT annual training on sensory processing and self regulation</p> <p>Evidence for Learning used to track pupil progress on their Personal Learning Goals (linked to their long term EHCP targets)</p>	<p>SLT</p>	<p>Staff are trained in multiple forms of communication such as BSL, Signalong or Makaton. PECs</p> <p>Staff complete all mandatory training</p> <p>Pupils progress is tracked and monitored during Pupil Progress meetings with SLT</p>
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	<p>semi-formal and formal.  STaff are trained in techniques to promote self regulation and how to support sensory processing.  The curriculum is reviewed to ensure it meets the needs of all pupils.  (See school curriculum)</p>					
<p>Improve the delivery of information to pupils 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"> <li><input type="checkbox"/> Internal signage</li> <li><input type="checkbox"/> Large print resources</li> <li><input type="checkbox"/> Pictorial or symbolic representations</li> <li><input type="checkbox"/> Switches on displays</li> <li><input type="checkbox"/> Bespoke technology</li> <li><input type="checkbox"/> Sign language</li> <li><input type="checkbox"/> Soundfield systems</li> </ul>	<p>School signage is in place.</p> <p>School displays are interactive and switch operated</p>	<p>To check the internal and external signs are in the correct places.</p> <p>Check with ICT  Sound systems in classrooms are fully operational</p> <p>Purchase switches</p>	<p>Site Manager  School,  SLT and IT Technician</p>		<p>All signage in school is in place and correct by Summer 2021.  All Communicate and Print signage is up to date and in place.</p>

	<input type="checkbox"/> Braille					
<p>Improve the accessibility of Technology</p>	<p>Our school has a range of technology used within its setting. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils iPad</li> <li><input type="checkbox"/> IT suit</li> <li><input type="checkbox"/> Interactive white boards</li> <li><input type="checkbox"/> Interactive Tables</li> <li><input type="checkbox"/> Virtual reality headsets</li> <li><input type="checkbox"/> Switches</li> </ul>	<p>Technology is in place to support the needs of every learner</p> <p>Bespoke equipment is in place to support learners and their needs.</p>	<p>Enough iPad and laptops available for pupils use</p> <p>Heights of interactive white boards need to be amended so wheelchair users can access</p> <p>Staff need training to use Interactive tables in class</p> <p>Staff training in using virtual reality headsets</p> <p>Staff training in eye-graze</p>	SLT		<p>Pupils have access to appropriate technology to support their communication and educational needs</p>
<p>Improve and maintain access to the physical environment</p>	<p>Site Management Staff, School Business Manager and Senior Leaders appraise the site regularly. This informs site development in regards to accessibility and Health &amp; Safety. Staff have had particular regard to the following on the site:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ramps</li> </ul>	<p>Schools aim is to have a site accessible to all pupils and staff.</p>	<p>Regular site walks to ensure facilities are suitable for all.</p>	<p>Site manager and SLT</p>		<p>School is fully compliant in supporting pupils, staff and visitors to site with physical disabilities. School is on ground level. Access from the road is by large pedestrian</p>

	<input type="checkbox"/> Corridor width <input type="checkbox"/> Disabled <i>parking bays</i> <input type="checkbox"/> Disabled <i>toilets and changing facilities</i> <input type="checkbox"/> <i>Library shelves at wheelchair-accessible height</i>					gates, zone parking for disabled badge holders, wide parking bays and dropped curb access. Corridor doors are doubled and remain open Hand rails throughout the building Automatic front doors
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#### 4. Monitoring arrangements

This document will be reviewed every 2 years, but *may* be reviewed and updated more frequently if necessary.

#### 5. Accessibility Audit

Number of stories	Single Storey ground level	Fully compliant – N/A		
Corridor access	Level and 2 meter plus width	Checked regularly to ensure corridors are kept clear and access is available at all times	Site manager	Ongoing weekly checks



Lifts	N/A			
Parking bays	4 disabled parking bays at the side of the building for parents and pupils. 2 disable at the front of school, nine bus bays and the front of the school		Site Manager	Regular site checks to ensure markings in place and access kept free
Entrances	Ground level DDA compliant access at front of school via main entrance	Doors, pathways, gates regularly maintained for health and safety	Site Manager	Ongoing maintenance contracts in place
Toilets	Six disabled toilets throughout school in various locations for easy access	Clean team maintain the hygiene and keep areas clean, reporting any issues to Site Manager	Site Manager with support of cleaning team	Ongoing maintenance and daily checks
Reception area	Ground floor access with DDA compliant doors, front reception desk is wheel chair friendly. Wide reception waiting area.	Reception cleaned daily, plus toilet. Sliding and DDA doors checked regularly and maintained/serviced	Site Manager with support of cleaning team	Daily checks
Internal signage	All rooms are numbered, labelled with disabled friendly signage, including braille, widge signage.	Staff member updates Wigit notices. School Business Manager and Site Manager include checking of signs on their regular site walks.	SLT and Site Manager	Regular checks

Emergency escape routes	All rooms are retro fitted with evacuation plan, site map and fire evacuation procedures. All exits are kept clear and free of debris	Site Manager and SLT regularly check rooms to ensure that in the event of an emergency they have not been compromised. Fire Evacuation drills held each term	SLT and Site Manager	As part of weekly checks and termly fire evacuation drills
Play equipment	Play equipment is accessible via a ramp	Site manager to check to ensure safety regulations are adhered to	Site manager	Regular checks