Accessibility plan

Audience:	Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	September 2022
Other related policies:	equality, inclusion, health & safety, safeguarding
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REAch2 schools can use this framework directly or maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here
Review:	every 3 years or more frequently if national policy requirements or the school's circumstances change
Version number:	1.0 July 2017 (from Reach2) Plan updated September 2022

REAch2 accessibility plan

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity	We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
Responsibility	We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
Inclusion	We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
Enjoyment	Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
Inspiration	Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
Learning	Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
Leadership	REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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POLICY OVERVIEW

Overarching principles
- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact
To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:
- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

How this relates to national guidance & requirements
Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:
- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions
Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has "a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Regional Director or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request.

ANNEX 1: suggested format for accessibility plan

School name: Newhall Primary Academy and Nursery
Date plan was approved by the Headteacher: September 2022
Date of most recent review: September 2022

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
PHYSICAL ENVIRONMENT				
outline of the objective/targeted action	*details of implementation plans*	*chance to cross-reference if wished to e.g. the School Development Plan or Equality Objectives*		*Commentary on progress, with review date and who did the review (in particular HT, SLT and/or LGB). This commentary should either summarise progress since the objective was originally set or provide commentary for each individual review since then*
No further action – new building is DDA compliant.				No further action – new building is DDA compliant.
CURRICULUM				
To invite additional/specialist support in when necessary to support the development of pupils with particular needs.	• Relevant specialists to be invited in to support pupils' specific needs as and when required. • Clear procedure in place for identifying pupil needs and requesting additional support / intervention. • Pupil progress meetings used to identify additional needs / support.			

	In place and ongoing			
To provided training and support for teachers on adapting and responding to pupils' needs in order to fully access the curriculum.	• Staff INSET on supporting all children in class so that they can access the curriculum by adapting and responding to pupils' needs. • Implementation of advice from external specialists to address pupils' specific needs. • Regular use of assessment e.g. pre-key stage standards, phonics assessments, NTS tests to identify pupils' specific gaps in skills and knowledge so that these can be addressed. • Ensure there are a wide range of resources which pupils can access to promote independent learning. (See separate section below) *In place and ongoing*	Curriculum vision Assessment procedures		Curriculum aims highlight the importance of our curriculum being accessible to **all** pupils. Staff INSET scheduled for Autumn 1. NTS Assessments to be used from Autumn 2. Range of resources recently purchased for maths curriculum to support concrete, pictorial and abstract progression for all children.
To ensure that all pupils maximise their academic potential.	• Pupil progress meeting held, with SENDCo and other SLT members, to discuss barriers to learning and the best next steps. • Analysis of assessment data to ensure all children make progress and gaps are identified and addressed. • Termly SEND reviews for identified children.			Pupil progress meetings are held termly and pupils who are not making the necessary progress are discussed and actions recorded. Attainment and progress of SEND pupils is reviewed regularly as part of the school's data reviews.

	• Concerns to be raised to the SENCO in a timely manner so that referrals and support can be considered promptly. *In place and ongoing*			
To ensure all out-of-school activities are planned to ensure the participation of all students.	• Review all out-of-school provision to ensure compliance with legislation. • Risk assessments will be undertaken to identify specific risks for pupils with particular needs. • Providers will comply with all legal requirements. *In place and ongoing as required*		Any specialist equipment needed to allow a child to access a club/trip	All pupils have been able to participate in all out-of-school activities which have been planned.
To make effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	• Strategic deployment of support staff and use of ICT, e.g. Clicker & voice activated text. • Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys for pupils' specific needs. *In place and ongoing*		Resources as required for individual pupils.	The school already has a range of equipment and resources to meet the needs of current learners but will need to continue to expand and adapt as pupil needs change and develop, and their equipment/resource requirements. This is particularly relevant as the school continues to expand into Years 4, 5 and 6 and as new children join the school.
To promote the diversity and inclusion of all pupils.	• Assemblies mapped out which celebrate diversity and promote respect for all.	Assembly planner		Assemblies currently mapped out for the next academic year, including themes on respect, disability awareness and antibullying.

	In place and ongoing			
WRITTEN/OTHER INFORMATION				
To ensure that all stakeholders can access school information.	• Hard copies of documents are available for parents to request. • Should any parent request support with reading or understanding a document, this support will be provided. *In place and ongoing*			
To ensure all meetings are accessible for all.	• Where appropriate, offer alternative meeting methods e.g. Zoom or Teams depending on the individual's needs. *In place and ongoing*			Meeting offered via Zoom as and when required.