Saint Nathaniel's Academy

Accessibility Plan

September 2018

Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Saint Nathaniel's Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 is part of the St. Bart's Multi-Academy Trust that works in partnership 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.

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 2010.

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.

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 complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	• Differentiated curriculum for all pupils to be successful • Resources tailored to meet the needs of pupils who require support to access the curriculum • Lessons respond to pupil diversity • Lessons, displays, resources and assemblies include examples of people with disabilities • Ongoing staff training & training in specialist areas when necessary • Monitoring of provision • Support from specialist services e.g. Educational Psychology • Progress is tracked for all pupils, including those with disabilities • Support staff timetabling to meet the needs of children	To be able to reflect identified areas of need in lesson planning and delivery. To be able to ensure access to computer technology where appropriate for pupils with disabilities. Ongoing programme of staff training in disability awareness to reflect changing needs of pupils within the school.	Incorporate Quality First Teaching into all lessons. Staff training in disability awareness where appropriate to reflect diverse needs of pupils within the school and anticipatory duties. Use of resources to increase pupil participation. Purchase computer technology as required for pupils with disabilities. School staff to be updated on available technology.	All staff Inclusion Manager SLT ICT lead	Ongoing As required	All children are able to access the curriculum, as a result, they make progress in line with whole school expectations.

	• Test/Exam arrangements • Targets are set effectively and are appropriate for pupils with additional needs. • Disability sports e.g. boccia featured in the curriculum • Auxiliary aids e.g. writing slopes and pencil grips, or adjustable desks and chairs. • Accessible mini-buses • ICT equipment including enlarged keyboards • Support from Local Authority Hearing Impairment (HI) and Visual Impairment (VI) Teams as and when required • All pupils encouraged to participate in music, drama & P.E. • After-school clubs and school trips are accessible for all pupils.					

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wide corridors & doorways • Electromagnetic doors • Blinds • Disabled parking bays • Disabled toilets, showers and changing facilities • Tables, shelves and pegs are wheelchair-accessible height • Quiet rooms and spaces • Auxiliary aids & specialist equipment as required • Health & safety audits	To ensure that access to school buildings/site can meet diverse pupil needs. To ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements. Ensure doorways are accessible by wheelchair users Visual and auditory emergency & evacuation alarms Reduce background noise considering classroom acoustics and noisy equipment	Monitor accessibility and clarity of signs around school. Monitor awareness of independent access. Clear identification of room functions. Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect pupils needs. Incorporate accessibility into any proposed structural alternatives. Re-paint white lines on uneven areas of the playground	Inclusion Manager SLT Site manager	Ongoing	All areas of the school, internally and externally are accessible to all children.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible as required. This includes: • Pictorial or symbolic representations • Information provided in simple language • Differentiated texts • Using multi-media resources • Scribing/transcription • Coloured overlays • Word banks • Laptops • Text-to-speech software • Font size and page layout • Large print resources • Easy read texts • Induction loops • Internal signage • Interpreters available on request • Text/email communication with parents	To be able to make newsletters and school documents available in alternative formats. To be able to make staff aware of children/parents with disabilities.	Large print and audio formats as required. School texting service to be used for parents. All lessons to consider the adjustments needed to ensure access for children with disabilities.	SENCO SLT All staff	Ongoing	Information will be presented in a way that is accessible for all children and their parents.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special Educational Needs (SEN) policy
- Supporting pupils with medical conditions policy