



Anchorholme Academy Accessibility Policy and Plan



Adopted by Governors/HT: Governors
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Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as required under Schedule 10 of the Equality Act 2010. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum and to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

The key duties placed on schools are: -

- ❖ Not to treat disabled students less favourably for a reason related to their disability
- ❖ To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- ❖ Plan to increase access for disabled students
- ❖ To improve the availability of accessible information to disabled pupils

Anchorsholme Academy is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability

The Equality Act 2010 states that a disability is defined as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

A disability can arise from a range of impairments which can include sensory impairments, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, cancer and any other ongoing condition such as colitis. This list is not exhaustive and further guidance must be sought from the Equality Act 2010 to determine whether a person meets the definition of disability.

Key Objectives

To create an environment which enables children with a disability to participate fully in the school community by identifying and eliminating barriers that could prevent this from happening. Through its Accessibility Plan, Anchorsholme Academy and its Governors aim to:

- ❖ Increase the extent to which disabled pupils can participate in the curriculum;
- ❖ Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

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- ❖ Improve the availability of accessible information to disabled pupils, which is provided to students who are not disabled. This should take into account the views expressed by students or parents about their preferred means of communication.
- ❖ Ongoing awareness training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- ❖ Publish an Accessibility Plan (see below).

The Accessibility Plan

Anchorsholme Academy and its Governors are committed to providing a fully accessible environment. The Accessibility Plan will be updated annually. The Plan will contain relevant actions to:

- ❖ Improve access to the physical environment of the academy, adding specialist facilities as necessary. This will include reasonable adjustments to the physical environment and physical aids to access education in the classroom.
- ❖ Improve and make reasonable adjustments to the delivery of written information to students, staff, parents and visitors to the academy. Examples might include hand-outs, information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe.
- ❖ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum. Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment, which may assist these pupils in accessing the curriculum.

Pupils with a statement of special educational needs, or an Education Health and Care Plan, have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Resources are updated with the needs of the pupils in mind. Health Care Plans are in place for specific children with disabilities. The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

Anchorsholme Academy is committed to developing a culture of inclusion, support and awareness. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning offered from Graduated Approach on FYI Blackpool website. Additional training for TAs being arranged with Blackpool Inclusion Team.	2021-2022	Headteacher SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Improved attainment outcomes for all groups of pupils.
Use ICT software to support learning	Make sure software installed where needed with ICT manager Additional iPad/laptops as needed. Whole school use of ICT programmes e.g. Hit The Button and TTRS SEND programmes e.g. IDL installed and used daily. Discrete ICT lessons for all KS” children in ICT suite.	2021-2022	Headteacher ICT Subject Leader and support ICT assistant. SENDCO	Wider use of ICT resources in classrooms. ICT used as an additional aid for less able children
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Class teachers to	Ongoing as required	Headteacher EVC Leader SENDCO as needed	All pupils in school able to access all educational visits and take part in a range of activities

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	complete risk assessment for all trips and have verified by EVC.		Class teachers	
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms.</p> <p>New clear website of information.</p> <p>Information sent via Parent App.</p> <p>Paper copies of letters given as needed.</p>	On-going as required	<p>School Office</p> <p>ICT manager</p> <p>Class teachers</p>	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.

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Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment. Coloured overlays as required. Good communication between SENDCO, parents and class teacher to ensure needs are known and met. Support from VI lead at Blackpool Inclusion Team as needed.	Ongoing as needed	SENDCO and class teachers	Excellent communication. Ongoing appropriate use of resources. Advice from external professionals.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Wide range of information and resources on k drive at school. Advice from the Inclusion team as needed.	On-going as needed.	SENDCO	Staff produce appropriate, supportive resources for pupils following advice from external professionals. Good communication between staff and parents.
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible. External support sought for translation as needed.	As required	SENDCO	Pupils and/or parents feel welcomed, supported and included. Improved pupil attainment outcomes for EAL.
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP/EHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and on-going if required	Headteacher Site supervisor SENDCO	IEP/EHCPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.

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Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors e.g. wider doors, ramps, rails etc	As required	IAB Headteacher Site Services	Access for all
Ensure access to reception area for all	Wheelchair and Automatic Door access to the front of the school	As required	IAB Headteacher Site Services	Disabled parents/carers/ visitors feel welcome
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges	On-going and as required	Headteacher Site Services	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is installed to support hearing impaired and visually impaired children	Seek support from Inclusion team HI advisor and NHS audiology as needed. IEP's for all children with hearing impairment. Additional equipment used as needed e.g. Roger and mic.	As required	SENDCO	All children have access to the appropriate environment ensuring equal access for all.