



Anchorholme Academy Accessibility Policy and Plan



Adopted by Governors/HT: Governors
Review period: Annually
Last review date: January 2024
Person responsible for policy: Mr G Dow, Mr M
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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.

Anchorsholme Academy's site is on one ground floor level and there is easy access to the extensive outdoor grounds. Three toilets have additional space, grab rails, safety pull and lower sink for wheelchair access. To further improve access to the school, a number of alterations to the building have been made in recent years e.g. ramps rather than steps to outside entrances/doorways and the corridors are wide enough for wheelchairs. We have a wheelchair in school for use as needed.

Accessibility Plan/Provision 2023 below:

Improve access to the Physical Environment

To meet individual, specific needs, provisions will be adapted when a pupil's needs are known. The design of the building has ensured that the school is fully accessible. We will consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investing in building works in the future. The environment is adapted to the needs of the pupils as required and this includes, ramps, wide corridors and disabled facilities. Disabled parking bays are available to parents/visitors and staff.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Physical environment of school remains attractive and engaging for all	The academy will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	Ongoing	Headteacher Site supervisor SENDCO SLT	School is aware of accessibility barriers to its physical environment and will address them as appropriate.
The layout of school allows access for all pupils to all areas	Wide corridors. Clear spaces. 3 x disabled toilets including grab rails, low sinks and wider doors. Large open reception area and automatic double door with wheelchair access.	In place and updated as needed.	Headteacher Site supervisor	All staff and pupils are able to access the building and its facilities. All families have access and feel welcome.
Ensure pupils with medical needs are fully supported	Conversations with parents. Liaison with school nurse. Writing collaborative care plans and updating as needed. Provide training to staff as needed eg epilepsy training or diabetes training. Appropriate medication paperwork completed and held centrally.	Ongoing	SENDCO Headteacher All staff Office staff	Staff are suitably equipped to meet the medical needs of all children in school.

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<p>Ensure all disabled pupils and staff/visitors with mobility issues, can be safely evacuated</p>	<p>Ensure all staff are aware of their responsibilities in relation to disabled pupils and their safe evacuation. Have alternative plans/risk assessments for specific children as needed. Regular fire and safe evacuation drills. Health and safety inspections and checks to ensure exits are kept clear and routes out of school are safe and accessible. Fire marshal training. Clear records kept.</p>	<p>As required</p>	<p>Headteacher SENDCO Site supervisor Fire Marshals</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire. Successful fire and safe evacuation drills.</p>
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>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.</p>	<p>As required. Induction and on-going if required</p>	<p>Headteacher Site supervisor SENDCO</p>	<p>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.</p>
<p><u>Improve and Make Reasonable Adjustments to the Delivery of Written Information and Communication</u></p> <p>We currently share information with parents/carers in various ways including letters, newsletters, academy website, Class Dojo/Tapestry, Parentapps Connect, Facebook, Twitter and face to face.</p>				
<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>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.</p>	<p>On-going as needed.</p>	<p>SENDCO</p>	<p>Staff produce appropriate, supportive resources for pupils following advice from external professionals. Good communication between staff and parents.</p>

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<p>Review information to parents/carers to ensure it is accessible.</p>	<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>Be aware of the needs of parents and carers.</p> <p>New clear website of information.</p> <p>Information sent via dojo in both colour and black and white format.</p> <p>ICT support given for dojo as needed.</p> <p>Paper copies of letters given as needed.</p> <p>Translations provided as needed.</p>	<p>On-going as required</p>	<p>School Office ICT manager Class teachers</p>	<p>All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.</p> <p>Pupils and/or parents feel welcomed, supported and included.</p> <p>Improved pupil attainment outcomes for EAL.</p>
<p>Improve the delivery of information in writing in an appropriate format</p>	<p>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, advice and assessments from VI lead at Blackpool Inclusion Team as</p>	<p>Ongoing as needed</p>	<p>SENDCO and class teachers</p>	<p>Excellent communication. Ongoing appropriate use of resources. Advice from external professionals. Children with visual impairments can access all written materials.</p>

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	needed. Resources borrowed from inclusion team as needed.			
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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.

Increase confidence of all staff in differentiating the curriculum to accommodate needs	<p>Be aware of staff training needs on curriculum access including CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</p> <p>Online learning offered from Graduated Approach on FYI Blackpool website. Additional training for TAs arranged with Blackpool Inclusion Team.</p> <p>Flexible teaching arrangements are made as needed. Coloured paper Coloured overlays. Sound systems. Writing slopes. Wobble cushions/boards, pencil grips, brain gym, strengthening finger putty etc all in use as needed.</p>	2023-24	<p>Headteacher</p> <p>SENDCO</p> <p>Teaching staff</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Improved attainment outcomes for all groups of pupils.</p>
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<p>Educational trips, visits and extra curricular clubs are accessible to all pupils</p>	<p>Thorough risk assessments using Evolve are completed and checked by EVC.</p> <p>Staff make reasonable adjustments at clubs to ensure accessibility for all.</p>	<p>Ongoing</p>	<p>EVC Headteacher SENDCO All staff</p>	<p>All pupils are able to take part in trips, visits and extra curricular activities.</p>
<p>Use ICT software to support learning</p>	<p>Make sure software installed where needed with ICT manager</p> <p>Additional iPad/laptops as needed.</p> <p>Whole school use of ICT programmes e.g. Hit The Button and TTRS</p> <p>SEND programmes e.g. IDL installed and used daily.</p> <p>Discrete ICT lessons for all KS2 children in ICT suite.</p> <p>Children with specific needs have personal device allocated.</p>	<p>Ongoing</p>	<p>Headteacher ICT Subject Leader and support ICT assistant. SENDCO</p>	<p>Children have access to suitable ICT devices and programmes which support their learning as needed.</p>
<p>Physical Education lessons are accessible for all.</p>	<p>Individual short term or long term care plans in place to show reasonable adjustments expected in the case of a mobility need. Advice</p>	<p>As required</p>	<p>SENDCO All staff</p>	<p>All pupils are able to take part in PE lessons.</p>
<p>Ensure hearing and visual adaptations are made in</p>	<p>Seek support from Inclusion team HI advisor and NHS audiology as needed. IEP's for all children with</p>	<p>As required</p>	<p>SENDCO</p>	<p>All children have access to the appropriate environment ensuring equal access for all.</p>

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<p>classrooms to support hearing impaired and visually impaired children</p>	<p>hearing impairment. Additional equipment used as needed e.g. Roger, microphone and headset etc. Use the inclusion team for advice, assessments, recommendations and equipment eg large font books.</p>			
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