

ACCESSIBILITY POLICY

Leigh C of E
Academy

2023



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Philippians 4:13 "I can do all this through him who gives me strength"

1. Aims

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

- Ensure pupils (and staff) with disabilities can participate fully in all areas of the curriculum
- Seek ways to enhance our provision to improve opportunities for members of our school community with disabilities to participate fully in all areas of school life
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with disabilities.

Our aim is to facilitate a fully inclusive school culture, ethos and environment where every child has access to the opportunities, resources and support that they need to 'aim ever higher' and flourish. We work with families, outside advisors and pupils to ensure that access and opportunities are provided for all pupils without discrimination of any kind. Our theologically rooted curriculum recognises and celebrates the uniqueness of every member of the Leigh family and values the contributions they have to make to our school and wider community.

Our Accessibility plan is designed to ensure that we are consistently developing our site and provision to ensure that:

- Every member of our school community feels equally welcome in school
- We value all students equally and have high expectations for every child
- Every child, member of staff and visitor to school has equitable access to opportunities to enhance their personal development and interests and that barriers to learning and participation are removed or reduced as far as possible

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring and Evaluation of the Accessibility Action Plan

Environment

In consultation with the Academy Governance Committee, the Site Services Officer, the SENDCO and the Headteacher monitor the physical environment of the school to ensure that all reasonable adjustments are being made to meet the needs of staff and pupils. Where necessary, guidance on how best to meet needs and the reasonable adjustments required will be informed by consultation with the Trust Central Team (including the Estates Business Partner) as well as by external agencies (including, for example, seeking medical advice, guidance from Occupational Therapists, and from local authority advisers). The Academy Governance Committee leads for Quality of Education, Personal Development and SEND have responsibility for leading AGC monitoring of provision.

Curriculum

In consultation with the Headteacher and the SENDCO, the Curriculum Leads are responsible for ensuring that the curriculum is accessible and inclusive. The Academy Governance Committee leads for Quality of Education, Development and SEND have responsibility for leading AGC monitoring of provision.



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This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher in consultation with the SENDCO and will be approved by the Academy Governance Committee.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The Accessibility plan will be made published on the school website, and paper copies are available upon request from the school office.

5. Links with other policies

- SEND policy
- Special educational needs (SEN) information report
- Intimate Care Policy
- Equality and Diversity Policy
- Health and Safety policy
- Educational Visits policy
- Risk management policy
- Medication Policy and Management Procedure

This policy is due to be reviewed: October 2026



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Improve the physical environment to enhance accessibility

Existing good practice:

- There is a disabled parking space next to the main entrance which is available for use by staff and visitors. This space is kept clear.
- The school is accessed from the street and car park via a ramp
- All classrooms have their own external doors with ramp access to outside.
- The main school building is on a level surface and fully accessible – size and layout of all areas allow access for all pupils, staff members and family members.
- Accessible toilet facilities are available by the main office and between the EYFS classrooms.
- Personal Evacuation Plans are in place for some children.
- Appropriate and varied Lunch clubs support all children to enjoy social time with peers irrespective of physical/medical/social and emotional need.
- Support for visual impairment: yellow borders on steps.
- Classroom resources stored at appropriate height to be accessible to all pupils
- Fire alarms have visual and auditory component
- Emergency evacuation signage is clear and logical in most places, routes are logical.
- Areas of the school are well lit
- Age appropriate, accessible furniture in each classroom
- The physical environment meets the needs of our current pupils, staff and family population. Adjustments and alterations are made on the advice of appropriate professionals in pro-active response to changing pupil, family and staff needs.

Reviewed Nov 2023

Next Steps	Responsibilities	Timescale	What will success look like
Purchase portable ramp for access to Library and Year 6 hut.	SSO	End of Spring 2024	Wheelchair users are able to access all areas of the school site.
Personal Evacuation Plans to be reviewed and shared with all staff to ensure they are aware of their responsibilities	SEND/CO/HT	End of Spring 2024	Procedures ensure all children are supported to evacuate safely
Options for improving nappy changing facilities in disabled toilet and nursery toilets considered	EYFS lead/SEND/CO/HT	End of Spring 2024	Dignity and privacy of pupils maintained; Staff health and safety supported.
Purchase additional fire exit signage for classrooms where signs are obscured by window blinds.	SSO	End of Spring 2024	Emergency exits are clearly signposted, regardless of whether blinds are closed or not.
Review accessibility following release of pupil admissions details for next academic year to ensure individual pupil needs are met.	SEND/CO	End of Spring 2024	Academy makes appropriate adjustments to meet the needs of new pupils and their families.



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Improve accessibility of the curriculum

Existing good practice:

- Regular review of attainment and progress for SEND children at Pupil Progress Review meetings to evaluate inclusion and impact of curriculum provision
- Parent meetings with SENDCO support regular review of needs and identification of gaps in support that can be improved; next steps and actions are identified.
- Cycle of SEND assessment, planning, implementation, and review supports effecting targeting of needs to accelerate progress.
- The SENDCO reviews needs and works with a wide range of external agencies to identify and prioritise needs effectively and to ensure resources are managed efficiently.
- Staff understand and implement guidance from external agencies to ensure support for all SEND pupils is appropriate and follows best practice.
- Staff complete IEPs and provision planning in consultation with SENDCO to ensure planned support is appropriately resourced and they understand what is required for each child to achieve their full potential.
- Regular monitoring (including classroom observations and meetings with SEND governor) and evaluation of SEND provision by SENDCO, SLT and AGC supports staff to deliver Quality First teaching.
- All pupils have the opportunity to work in pairs, groups, individually and whole class.
- All pupils are encouraged to take part in all areas of the curriculum including music, drama and physical activities.
- Staff training includes regular input on SEND strategies and opportunities to review and modify intervention planning to ensure provision is appropriate to accelerate progress for all children with SEND.
- All staff have received Safer Handling training to support positive behaviour support strategies.
- Learning Mentor works with the Safeguarding and Inclusion team to raise the profile of mental health and develop strategies and opportunities to promote positive mental health strategies.
- Risk assessments are conducted where needed, evaluated and reviewed to ensure SEND needs are met (e.g. to support classroom need, for additional activities and trips, etc.).
- Planning for events and experiences takes account of inclusion (e.g. when planning performances, activities etc
- Learning mentor works with individual children and families to facilitate their engagement with learning and access to the classroom.
- Inclusion team conduct 'Team around the child' meetings to identify any possible barriers to learning and ensure needs are met.

Reviewed Nov 2023

Next Steps	Responsibilities	Timescale	What will success look like
Work with outside agencies to establish technological opportunities to enhance SEND provision	SENDCO	End of Spring 2024	Children with additional needs access a range of apps and technology to support their learning and access to education.
Develop consistency of resources across all classes to support all pupils needs.	SENDCO	End of Spring 2024	Children are confident to use the resources available in each class to support their learning.
Review accessibility following release of pupil admissions details for next academic year to ensure individual pupil needs are met.	SENDCO	End of Spring 2024	Academy makes appropriate adjustments to meet the needs of new pupils and their families.



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Appendix A Identifying Barriers to Access – Evaluation of the Physical Environment

Question	Yes	No	Action/Comment
Does the size and layout of all areas – including classrooms, social facilities, hall, library, indoor and outdoor sporting facilities, play and outdoor spaces allow access for all pupils or members of staff?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEND, e.g. including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings (e.g. tactile signage)?			
Is any of the decor or signage confusing or disorientating for disabled pupils with visual impairment (including colour vision deficiencies), autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			
Is the equipment in the disabled toilet properly installed and accessible?			
Do staff have access to appropriate training?			
Do policies reflect the school's aims?			



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Appendix B Identifying Barriers to Access – Evaluation of the Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?			
Are classrooms optimally organised for pupils with SEND?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to student diversity?			
Do lessons provide a variety of opportunities for work to be completed by individuals, pairs, groups, and the whole class?			
Are all students encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the additional mental effort expended by pupils with SEND, for example, when visually impaired students access written resources or due to sensory overload for students with ASD?			
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Is there access to appropriate computer technology for pupils with disabilities?			
Are school visits made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			