Accessibility plan

Audience:	Parents School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	Headteacher – September 2018
Other related policies:	equality, inclusion, health & safety, safeguarding
Policy owner:	Siobhan Chester, 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

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: **Concordia Academy**
Date plan was approved by the Headteacher: **September 2018**
Date of input from governors (if any):   **August 2018**
Date of most recent review: **May 2019**

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
PHYSICAL ENVIRONMENT				
No actions necessary – temporary accommodation which is DDA compliant				No further action – new building is DDA compliant.
CURRICULUM				
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements. Annually: From Oct half term	SDP	N/A	Staff have received training on differentiation and will continue to have more during the academic year 18-19 as new staff join the school and expectations are re-visited. Challenge approach is embedded within the academy presently, with activities appropriately differentiated to meet the needs of each class and year-group expectations.

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
				Further training including Positive Handling, talk for Early Years, Wellcomm and ASD throughout 18/19 and 19/20 Audit of staff SEN knowledge/skills is undertaken termly
Audit of student needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. Annually: From Sep 2018	SDP	N/A	The audit of needs of current pupils show a large need in social and communication difficulties, speech and language difficulties, and social, emotional and mental health needs. Key staff have received training from the speech and language therapist on language link and colourful semantics and how this can be used to support children with language delays or need. Staff have also received training from Havering Behaviour Team in dealing with behavioural issues in relation to a child in need.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of students.	Review all out-of-school provision to ensure compliance with legislation. Throughout year		N/A	All pupils have been able to participate in all out-of-school activities which have been planned.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Throughout year	Teaching and Learning Policy	N/A	Layout of classrooms is consistent, with clear carpet space as well as table space. Self-help desks and spaces enable children to be independent, along with working walls and resources so that children can help their own learning.
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents/carers. Discuss perception of issues	SDP	N/A	The academy took part in national autism awareness week in April 2018. Training and information was provided for pupils on this

Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
	with staff to determine the current status of academy. Throughout year			area of need and how to support other children. Staff are yet to be trained.
WRITTEN/OTHER INFORMATION				
Availability of written material in alternative formats when specifically requested.	The academy will make itself aware of the services available for converting written information into alternative formats. Ongoing: Sep 2018		£100	No alternative formats have been requested to date.
Make available academy brochures, academy newsletters and other information for parents in alternative formats when specifically requested.	Review all current academy publications and promote the availability in different formats when specifically requested. Ongoing: Sep 2018		£100	No alternative formats have been requested.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials. July 2019		N/A	No pupils currently with visual impairments.
Raise the awareness of adults working at and for the academy on the importance of good communications systems.	Arrange training courses. July 2019		£2000	Clear communication systems in place, such as e-mail, meetings, briefings etc. External training booked for all staff relating to Positive behaviour and handling. Online training courses undertaken by key staff as and when required.