

Access Plan – May 2021 (To be reviewed May 2024)

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for students and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to students and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

This definition provides a relatively low threshold and includes more students than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled students and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled students and young people;
- They must not discriminate for a reason arising in consequence of a child or young person’s disability;
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students and young people are not at a substantial disadvantage compared with their peers;
- This duty is anticipatory – it requires thought to be given in advance to what disabled students and young people might require and what adjustments might need to be made to prevent that disadvantage;
- Schools are allowed to treat disabled students / young people more favourably than non-disabled students / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school can offer;
- Public bodies, including academies, are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled students and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance

with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled students, the steps taken to prevent disabled students being treated less favourably than others, the facilities provided to assist access of disabled students, and their accessibility plans.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled students / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled students / young people—
 - within a reasonable time, and
 - in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for students / young people who are not disabled.

An accessibility plan must be in writing. During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it. It is the duty of the responsible body to implement its accessibility plan. Schools have had a duty to produce an accessibility plan since September 2002.

The School's Context

We are a mainstream primary school for pupils from Nursery to Year 6. The school comprises of 1 building of one storey construction.

In May 2021, we had 307 children on roll. At this time, 14% of pupils had a special educational need and/or disability (including pupils with physical needs and pupils with hearing impairments). Additionally, 82% of pupils had English as an Additional Language.

As part of accessibility planning, we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for students / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all students / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;

- examine those parts of our active and extra-curricular activities which may have limited access for students / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Access to this plan:

This plan will be made available on the school website and upon request to anyone that requests it. If you require a copy of this plan, or any other policy, in a different format, please contact the school.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Policy and Objectives
- Managing Medicines
- Inclusion
- SEN Information Report
- Behaviour / Anti Bullying policies
- Safeguarding and Child Protection

The Complaints Procedure covers the Accessibility Plan.

Training

Academy training will recognise the need to continue raising awareness for staff and supporting members on equality issues with reference to the Equality Act 2010.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Atlas Academy will address the priorities identified in the plan. The plan is valid for three years 2021-24. It is reviewed annually.

Approved by:

Date: May 2021

Next review date: May 2024

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the academy will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Atlas has the aim of high expectations whilst supporting pupils to access the curriculum through scaffolds, differentiation and personalised adaptations, utilising specific resources to ensure pupils are able to access the curriculum fully	Short term Training for specific staff including medical needs and SEND	Review of classroom provision for pupils with SEND – follow up support and targeted guidance provided in response Teaching and Learning assessed in line with the Astrea teaching standards, ensuring that pupils have access to differentiated work that deepens understanding, promotes independence and enables students to access challenging, yet achievable work.	SENCO	May 2021	Raised confidence of staff in their commitment to meet access needs. All lessons to be at the Astrea Teaching Standard.

	Information about pupils with specific needs / disabilities is shared with staff	Short term Staff are aware of pupils identified as having a disability/ access needs	SEND register and MIS system current with relevant pupil information	All staff	July 2021 / periodically	Raised awareness of SEND and medical needs throughout school
--	--	---	--	-----------	--------------------------	--

Improve and maintain access to the physical environment	Specific children have particular equipment which has been implemented throughout the year. Meetings to ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Short term Ensure transition meetings are completed to discuss children and ensure accessibility for children with a range of learning/ behavioural / physical needs	Discuss and implement any changes to furniture and equipment to support the learning process in individual class rooms.	Class teachers	Every Summer 2 term	Pupils and staff are able to access different areas in school confidently. Lessons start on time without having to make further adjustments as resources are well-prepared
	Atlas is generally well maintained with minor day to day repairs reported by staff carried out regularly.	Short / Medium term Improve environment and access for people with disabilities.	All staff to follow correct procedures regarding reporting minor repairs.eg. replacing broken lightbulbs speedily.	Site supervisor	As needed	The academy can be accessed safely by visually impaired people
	Atlas has regular fire drills. Fire wardens are aware of the areas in which they work	Ensure that all pupils with a disability can be safely evacuated from the school	Personal Emergency Evacuation Procedure (PEEPs) are written for pupils who have a very particular, identified concern	SEN team / class teachers	Ongoing	All pupils with a PEEP, and the staff caring for them, are confident they can leave the building safely in an emergency

	Staff are welcoming and happy to invite parents/carers and visitors into school	Medium term Improve access to information for parents / carers	Create leaflets /website information which support as well as signpost parents / carers to additional information. Staff use translation software where appropriate	SLT	Ongoing	Information easily available from reception and on the school website regarding the school building and policies / procedures for visitors
Improve the delivery of written information to pupils		Short term Review information for parents/carers to ensure it is accessible	Consult parents/carers about access needs for pupils when a child is admitted to school – utilise translation software if required. Relevant information is noted on MIS / SEND register	Pastoral team / Office team / SENCO	Ongoing	Parents are happy the academy is aware of the needs of their children prior to starting school.
		Inclusive discussion of access to information in all SEN reviews	Consultation with parents, carers and children needed about access to information and preferred formats in all reviews	SEND team	As needed	Staff more aware of individual pupils' preferred method of communication.

NB: Where access to the curriculum is not immediately possible for individual students despite the above measures, we will enter into discussion with appropriate stakeholders, parents/carers to devise and make reasonable adjustment to facilitate access to a wide ranging curriculum