Accord
MULTI ACADEMY TRUST

SOUTH OSSETT INFANTS ACADEMY

Accessibility Plan

ACHIEVING SUCCESS
DEVELOPING SUCCESS
LEADING SUCCESS
SECURING SUCCESS
STANDARDS FOR SUCCESS
SUPPORTING SUCCESS

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010. Part 5a of the DDA 1995 requires the Academy Education Committee (AEC) to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan sets out how the Academy's AEC will improve equality of opportunity for disabled people.

South Ossett Infants Academy has due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

The AEC has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the AEC to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- **Curriculum access** - Increasing the extent to which disabled pupils can participate in the academy curriculum;
- **Physical access** - Improving the environment of the academy and grounds to increase the extent to which disabled pupils can take advantage of education and associated services;
- **The access of information** - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. For example handouts, timetables, textbooks and information about academy events. The information should take account of the pupil's disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

It is a requirement that the academy's Accessibility Plan is resourced**,** implemented and reviewed and revised as necessary. This Accessibility Plan incorporates the academy's intention to increase access to education for disabled pupils.

According to the Equality Act 2010 a "disability" is defined as:

›A.person.who.has.a.physical.or.mental.impairment.that.has.a›substantial".and›long_term".negative.effect.on.your.ability.to.do.normal.daily.activities"¦

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-today activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

South Ossett Infants Academy is committed to equal opportunities and inclusion.

Created May 2016 - Reviewed September 2021, and
September 2024, next review due September 2026

This strategy should be considered alongside the following Academy / Trust documents:

- Special Educational Needs and Disability (SEND) offer/information report and Policy
- Equality & Diversity Policy

This plan considers the following three areas as identified in the introduction :

- Increasing the extent to which disabled pupils can participate in the academy's **curriculum** by securing relevant staff
- Improving the **physical environment** of the academy such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the **delivery of information** to disabled pupils which is already provided to pupils who are not disabled. For example, Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the academy curriculum

The academy SEND Policy/Information Report ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychology Service, the SENDCo ensures additional resources are available where appropriate. The academy works closely with specialist services for example including:

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- School Nursing

Improving access to the physical environment of the academy

This covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by South Ossett Infants Academy.

SCHOOL CURRICULUM	**Actions to be taken**
	• To ensure that staff are made aware of the implications of the DDA • Setting suitable learning challenges • Respond to all pupils' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils • To ensure all staff use these to inform differentiated planning and provision across the academy • To make all staff aware of available specialist support from the LA • All staff to offer quality first teaching with suitable differentiation and challenge • To identify and clarify further INSET needs • To identify and source training to meet the needs of pupils • Monitoring of class teaching, learning support and impact on pupil progress • Data analysis by teachers and leaders at termly pupil progress meetings • Review of EHCPs and Individual Healthcare Plans for pupils • Feedback and input from parents at consultation meetings and external agencies when supporting pupils in the academy.
	Success criteria

	• Evidence noted in planning, lesson observation feedback and via learning walks • Staff aware of available Support Services • Staff access suitable training tailored to their needs • Attendance of staff at appropriate training
	Progress
	• Technology purchased for pupils with writing/motor difficulties • Devices purchased and training provided by WISENDSS to support visual difficulties • Staff meeting/training taking place on SEND support, legislation and updates. Training to include information on SEND data and trends in the academy. • Each term staff have been invited to and attended drop in sessions with a number of SEND professionals. • Termly meetings with staff and SENDCo to discuss individual children, training requirements, support and progress of children. • SENDCo attends Inclusion Forums, MAT Driver Groups and regular SEND training.
	Monitoring of plans
	School Senior Leadership Team (SLT) and SEND Governor

	Actions to be taken

PHYSICAL ACCESS	• To ensure academy and Local Authority (LA) are aware of all areas of the academy premises where there are potential barriers to physical access. This will include indoor and outdoor facilities. • Learning walks to focus on the access arrangements within classrooms and around the academy • Pupil voices/pupil views sought by SENDCo and through the creation of Pupil Learning Plans. • To continue to monitor potential intake for the following term/year to identify training needs and access advice from relevant agencies • To investigate whiteboard screens and heights to allow all pupils to access touch screen technology • To continue to monitor arrangements for children with sensory, dietary and rigid routine needs • Fire drill modifications e.g. Makaton posters/visual aid of fire drill routines where needed.
	Success criteria
	• All identified standards are maintained • Increase in on task activity for identified children and evidence of pupils successfully accessing all school areas • To provide access to training relevant to the whole school and individual pupil needs • Personal Emergency Evacuation Plans (PEEPs) for identified children
	Progress
	• School worked along Occupational Therapist to plan for and meet the specific needs of identified pupils • Addition access/mobility aids purchases e.g. alternative toilet seat, steps, writing slopes, ICT equipment • Personal Emergency Evacuation Plans (PEEPs) in place for all pupils with identified needs which could make exiting the building difficult • Visual timetables used across the academy • Pupil Learning Plans in place for all pupils on SEND register • SENDCo worked alongside teachers and parents to identify and plan for pupils with sensory needs
	Monitoring of plans
	School Senior Leadership Team (SLT) Governors

ACCESS TO INFORMATION	
	Actions to be taken
	• To identify groups of parents and pupils who may require alternative access arrangements. • To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information • Support for parents/carers to access school website where appropriate • Information gathering letter to be created for new pupil pack
	Success criteria
	• Create alternative means of communication as needs are identified e.g. strategies for parents meetings • Staff are familiar with technology and practices developed to assist people with disabilities • Communication through, Newsletters, MCAS, Social Media and Seesaw. • Updated website to be developed.
	Progress
	• All pupils' records updated. Teachers made aware of all pupils medical and SEND needs • Information regarding pupils with emergency medication/health conditions is displayed around the academy so that all staff are aware of their needs and how to respond in an emergency. • Staff training has taken place on administering EpiPens, Diabetics pupils and those with Epilepsy. • Staff are aware of some parents who made have difficulty accessing letters and make effort to communicate verbally with them.
	Monitoring of plans
	School Senior Leadership Team (SLT) **Office Team (collating and inputting parent/pupil information)**