

# **PICKHURST ACADEMY**

## **ACCESSIBILITY PLAN**

### **MARCH 2022**

Next Review Date: March 2025

*Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.*

# **CHANCERY EDUCATION TRUST**

## **PICKHURST ACADEMY**

### **ACCESSIBILITY PLAN**

#### **Purpose of this Accessibility Plan**

The core purpose of this plan is to show how the Schools and Academies within the Chancery Education Trust intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the Academy School's duty to make reasonable adjustments, which includes taking positive steps to ensure that those pupils with a disability can fully participate in the education provided by the Academy School and to avoid any substantial disadvantage.

#### **Definition of disability**

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

#### **Key Aims**

For pupils and other members of the Academy School community with a disability to have:

- complete access to our Academy School's environment, curriculum, provision and information; and
- full participation in the Academy School community

#### **Principles**

- Compliance with the *Equality Act 2010* is consistent with our Academy School's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
  - to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our Academy School:
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
  - recognises the effect their disability has on his/her ability to carry out activities; and
  - respects the parents' and child's right to confidentiality
- The Academy School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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## ACCESSIBILITY PLAN

EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM					
Target	Strategies	Timeframe	Responsibility	Success Criteria	Monitoring Progress
To ensure that the Accessibility Plan becomes an annual item at the LGB meetings	Clerk to Governors to add to list for LGB meetings	Annually	Trust Administrator / Clerk to LGB	Adherence to legislation	CEO
Ensure teaching staff have specific training on disability issues	Review staff training needs - Audit of staff's current skills/training and experience. Staff in school with specialised expertise and qualifications include: Accredited Training for Pupils with Autism Specialist Dyslexic teaching Restorative Approaches LPSLBA (London Programme for Specialist Leaders in Behaviour & Attendance) Emotional Literacy Support Assistants	On-going	SENCO	Whole school community aware of issues. Raised confidence of staff who are secure in their ability to enable pupils with learning difficulties and disabilities to access more of the curriculum. Supporting Pupils with Autistic Spectrum Disorder, Dyslexia, Sensory Support, De-escalation techniques & Medical Needs	CEO / Principal
	Staff induction procedures include reference to disability	As required	Principal / HR Officer	Induction procedures / handbook etc. to be updated and issued by the Trust	CEO / Principal
	Staff have access to appropriate CPD	As required	Deputy Headteacher/ SENCO	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	CEO / Principal

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EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					
Target	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Ensure teaching staff have specific training on disability issues (Cont'd)	New staff to receive training in anaphylaxis and use of adrenaline auto-Injectors and asthma inhalers	As required	Nurse	Increase in access to the curriculum	CEO / Principal
	Members of staff to be first aid trained or attend refresher courses	As required	HR Officer / Trust Administrator to notify staff – due for renewal	Increase in access to the curriculum	CEO / Principal
Increase confidence of all staff in differentiating the curriculum	SENCO and School Nurse to produce/review and distribute care plans for pupils who need them	As required	SENCO	Increase in access to the curriculum	CEO / Principal
	Ensure relevant support staff are engaged in supportive visits from external agencies e.g., occupational therapists, educational psychologist, CAMHS, Autism, Dyslexia, hearing impairment advisors	As required	Class Teachers / Deputy Headteacher / SENCO / SLT	All staff are aware of individual's needs	CEO / Principal
To ensure that all policies consider the implications of disability access	Consider during review of policies	On-going	SLT / Trust Administrator	Policies reflect current legislation	CEO / Principal
To ensure that all children are able to access all out-of-school activities. E.g., clubs, trips etc.	Review of out of school provision to ensure compliance with legislation	On-going	Deputy Headteacher / SENCO / SLT	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	Principal

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EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					
Target	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g., headphones, writing slopes, work stations, yellow paper, screen covers etc, and to take into consideration a child's sensory needs	Termly	Deputy Headteacher / SENCO	Children will develop independent learning skills	Principal
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc., will be applied for as needed	Annually	Deputy Headteacher/SENCO/Principal	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	CEO / Principal
Use ICT software to support learning Ensure ICT appropriate for pupils with disabilities	Make sure software is installed where needed	As required	ICT Coordinator	Wider user of SEND resources in classrooms	Principal
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Educational Visits Policy to be reviewed	As required	Principal / EVC	All pupils in school able to access all educational visits and take part in a range of activities	Principal
		As required	EVC / Trust Administrator		

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EQUALITY, INCLUSION & ACCESS TO THE CURRICULUM (Cont'd)					
Target	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PR and disability sports Seek disabled sports people to come into school	As required	PE Coordinator / Deputy Headteacher	All to able access to PE and able to excel	Principal
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	Deputy Headteacher / SENCO	Curriculum reviews to reference specifically disability equality	Principal
Main Academy School reception area	Welcome signage in place in various languages.  We will place braille signs to the right of all doors if we have a visually impaired member of the school community	Annually  As required	Facilities Manager  Facilities Manager	ALL people feel they are welcome in school	CEO / Principal

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IMPROVING ACCESS TO PHYSICAL ENVIRONMENT					
Targets	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
The Academy School is aware of access needs of disabled pupils, staff, governors, parents/carers and visitors	Be aware of staff, governors, and parents access needs and meet as appropriate	Induction and on-going if required	Deputy Headteacher /SENCO	All staff and governors feel confident their needs are met IEP's are in place or disabled pupils and all staff are aware of pupils' needs.	CEO / Principal
	Through questions and discussions find out the access needs of parents/carers through newsletters/annual questionnaires	Annually	Deputy Headteacher /SENCO	Continuously monitored to ensure any new needs arising are met. To ensure parents/Carers have full access to all school activities.	CEO / Principal
	Consider access needs during recruitment process	Recruitment process	Principal/HR Officer	Access issues do not influence recruitment and retention issues	CEO

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IMPROVING ACCESS TO PHYSICAL ENVIRONMENT (Cont'd)					
Targets	Strategies	Timeframe	Responsibility	Success Criteria	Monitoring Progress
To ensure that where possible making reasonable adjustments to the school buildings and grounds are accessible for all children and adults. (Continue to improve access to the school's physical environment for all)	Undertake an audit of accessibility of school buildings and grounds.	Annually suggest reasonable actions and implement as budget allows	Facilities Manager	Adaptations to increase accessibility within budget constraints	CEO
Layout of school to allow access for all pupils to all areas To take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign/refurbishment works  Personal care is managed effectively – making reasonable physical adaptations as required.	On-going	Facilities Manager	Re-designed buildings are usable by all	CEO
Ensure everyone has access to the reception area	Ensure that there is nothing preventing wheelchair access. A bell is available on the reception counter so that wheelchair users can get the attention of staff in the office. Seating is provided within the reception waiting area	Daily checks to ensure area is clear of obstruction	Facilities Manager	Wheelchair users can enter the building with ease	Principal

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IMPROVING ACCESS TO PHYSICAL ENVIRONMENT (Cont'd)					
Targets	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
Improve signage and external access for visually impaired people (For all stakeholders e.g., Parents/carers, visitors, hirers of school premises etc.	Yellow strip/paint on step edges to external step areas and door thresholds  Check exterior lighting is working on a regular basis	On-going  Checks through H&S walk rounds	Facilities Manager	Step edges / thresholds to be re-done as needed throughout the year	Principal
Ensure all disabled pupils can be safely evacuated	Create Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required	Deputy Headteacher / SENCO	All disabled pupils and staff working with them are safe in the event of a fire.	Principal
	Ensure flashing beacons linked to the fire alarm system are fitted within all toilet areas to alert hearing impaired/deaf pupils in fire / emergency situations the alarm to evacuate the building has been activated	Summer 2020	Facilities Manager		Principal

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IMPROVING DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS' / PARENTS					
Targets	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
To make documents/information available in alternative formats	Identify pupils, parents and members of the local community who may need to access information in different formats e.g., interpreters, signers.	As required	School Office	Pupils and/or parents feel supported and included  The Academy School provides for pupils, parents and local community who may need access to information in different format	Deputy Headteacher / SENCO
	Large print formats as required.	As required	School Office	To ensure access for all	Principal
	Review accessibility of newsletter and letters for parents	As required	School Office	Written information will be provided in alternative formats as necessary	Principal
	Translation tool to be added to the Academy School website to allow multi-lingual access	Annually	School Office	Academy School website will become accessible to all. The Deputy Headteacher / SENCO to inform Trust Administrator of new any additional languages to be added as required	Trust Administrator
	Monitor update of documents in alternative formats	As required	School Office	Office Staff to record number / type of alternative formats provided	Deputy Headteacher
	Ensure the Academy School Prospectus is available via the school website			For ease of access for all stakeholders	Trust Administrator

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IMPROVING DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS' / PARENTS					
Targets	Strategies/Tasks	Timeframe	Responsibility	Success Criteria	Monitoring Progress
To ensure that parents who are unable to attend the Academy School, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone, Zoom, offer alternative dates/times for easier access or send home written information	Termly	Class Teachers	Parents are informed of their children's progress	Deputy Headteacher / SENCO
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Deputy Headteacher / SENCO	Staff produce their own information	Deputy Headteacher
Annual Review information to be accessible as possible	Develop/review child friendly review formats	On-going	Deputy Headteacher / SENCO	Staff more aware of pupils preferred method of communication	Principal
Languages other than English to be visible in the Academy School	Some welcome signs to be multi-lingual	2020	EAL Co-ordinator	Confidence of parents to access their child's education	Deputy Headteacher / SENCO

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## Monitoring and Implementation

The Accessibility plan targets will be reviewed annually and the policy updated and publish on the Academy School website every three years

	Name	Date
Policy written by	Headteacher/Principal	March 2022
Policy reviewed by	Headteacher/Principal	March 2022
Agreed by Committee	Local Governing Board	March 2022
Adopted by Governing Body	Local Governing Board	June 2022
To be reviewed every three years	March 2025	

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