

Accessibility plan

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This policy coordinates with:

- Equality Information & Objectives Policy
- SEND Policy
- Admissions Policies
- Behaviour Policy
- Medical Policy
- Health & Safety Policy
- Data Protection Policy

Aim of the plan

The aim of the Accessibility Plan is to ensure that Skerne Park Academy continues to work towards increasing the accessibility of provision for all pupils, students, staff, parents, carers and visitors. The Accessibility Plan will contain relevant actions to:-

- Improve access to the **physical environment** of the buildings, adding specialist facilities as necessary. This covers improvements to the physical environment of the buildings and physical aids to access education.
- Increase access to the **curriculum** for pupils and students with a disability, expanding the curriculum as necessary to ensure that pupils and students with a disability are as equally prepared for life as are the able-bodied pupils and students. This covers teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities, and visits off-site. It also covers the provision of specialist **aids and equipment**, which may assist pupils and students in accessing the curriculum.
- Improve the provision of **written and electronic information** to pupils, students, staff, parents, carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and Information about the Academies and events held within them. The information will be made available in various preferred formats when requested.
- An action plan is attached relating to these key aspects of accessibility and show how the Skerne Park Academy will address the priorities identified. The action plan will be reviewed and, if necessary, adapted on an annual basis. A new plan will be drawn up every three years.

The Equality Act 2010 states:-

“A person has a disability if he (she) has a physical or mental impairment that has a substantial and long-term negative effect on his (her) ability to do normal daily activities.”

A disabled person may have difficulties in relation to one or more of the following:-

Mobility

Physical co-ordination

Manual dexterity

Continence

Ability to lift, carry or move everyday objects

Speech, hearing, eyesight

Memory or ability to learn, or to understand the risk of physical danger

Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorders, disfigurement.

Skerne Park Academy recognises its duty not to discriminate against pupils or students with a disability and also the need to make reasonable adjustments to ensure pupils and students with a disability can play a full part in the social and academic life of their school.

Legal Framework

The Equality Act 2010 makes it unlawful to discriminate against pupils, students, staff and other stakeholders with a disability. The Act brings together several different equality laws, including the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995.

Legislation places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to their facilities and services for any stakeholder with a disability, whether the stakeholder is a pupil, a student, a member of staff, a parent, a carer or any other visitor, without waiting until the adjustment is actually needed.

The Board of Directors is committed to fair and equal treatment for all individuals whether able-bodied or disabled and, on an on-going basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to provide access for all.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

School Context

Skerne Park Academy is a mainstream school for boys and girls age range 3 years to 11 years old. The school is situated within a multi-use building and is on a single storey. There is disability access for all classrooms via external doors and main areas of the school.

School offer blue badge parking spaces for parent/carers to mobility impaired.

Currently, we have no wheelchair dependant pupils or members of staff, however, we do have some mobility impaired parents.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff

knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that we have an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

<u>Target</u>	<u>Strategies</u>	<u>Who is responsible</u>	<u>Success Criteria</u>
Educational visits to be accessible to all pupils	Ensure trip documentation and risk assessments consider access for individuals with disabilities	SEND All staff	All pupils and students are fully able to participate in extra-curricular activities
All teaching and non-teaching staff are aware of the particular needs of all pupils and students with additional needs	Training for all staff when appropriate and necessary	SEND	All staff aware of needs of our students/ Pupils and can ensure accessibility as a result
All arrangements, facilities and equipment designed to increase the extent to which pupils and students with a disability can fully participate in the curriculum are regularly assessed	Where reasonably possible, ensure all arrangements, facilities and equipment lead to the complete inclusion of pupils and students with disabilities	All staff	All areas are fully accessible and contribute to the goal of inclusion

Improving access to the physical environment of the school

Skerne Park Academy is accessible for all pupils/parents/visitors and staff via the Main Reception and classroom doors, there are no steps on the school grounds that need to be taken to reach the building. The corridors can easily accommodate a wheelchair with all learning taking place on a single level. All entrances such as the Hall, Dining Hall and classrooms can accommodate an adult wheelchair. As the school is relatively modern it was built to adhere to the Disability Discrimination Act at the time of construction and therefore making accessibility achievable for all including three designated disabled parking areas close to the school entrance.

<u>Target</u>	<u>Strategies</u>	<u>Who is responsible</u>	<u>Success Criteria</u>
All new building work takes account of each academy's disability equality duty and the	Ensure all work complies with the equality duty and current legislation	Senior Estates Manager	All areas of each academy are fully accessible and contribute to the goal

need to ensure that all areas of the school are fully accessible			of inclusion as required by the Trust
Ensure all children with a disability can be easily evacuated	PEEPs in place for children with complex needs and/or disabilities	SENDCo Health and safety officer	Ongoing
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Senior Estates Manager BMO	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Senior Estates Manager BMO	People with disabilities can move safely around the school

Improving the delivery of information to disabled persons

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should consider disabilities or preferred formats and be made available within a reasonable timeframe.

<u>Target</u>	<u>Strategies</u>	<u>Who is responsible</u>	<u>Timescale</u>
Review information that is sent to parents to make sure that it is accessible to all	Communicate with parents in a format that is appropriate for them. Regular communication with parents	Head teacher Admin staff	Ongoing
Annual review information to be as accessible as possible	Communicate with parents in a format that is appropriate for them.	SENDCO	Ongoing
Provide information in other languages for pupils or parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	SENDCO Admin staff	Ongoing
Provide information in simple language, symbols, large print for pupils/ parents who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with a visual impairment.	SLT Admin staff	Ongoing

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

Please copy and paste the above statements in, at the end of your policy, where applicable. (For example complaints statement would not be added to staff policy).

Equality & Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Control of Documents- Records/Policies

Document Name	Staff Member
Accessibility Plan	Leanne Wilson

Description	Name / Title	Signature	Date
Prepared by	Person who updated policy	Leanne Wilson	06.10.23
1 st - Approved by	Person who approved policy	Clair Gooding	23.10.23
2 nd - Approved by (If more than 1 approver)	Second person who approved policy	Academy Council	23.11.23